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# Teachers College Bulletin

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State Teachers College
Indiana, Pennsylvania

TEACHERS COLLEGE BULLETIN

VOLUME 44 FEBRUARY, 1938 NUMBER 1

# State Teachers College
# Indiana, Pennsylvania

SIXTY-THIRD

## *CATALOGUE NUMBER*

THIS COLLEGE IS A MEMBER OF
THE AMERICAN ASSOCIATION OF
TEACHERS COLLEGES

*Announcements for 1938 - 1939*

*Issued Quarterly in November, February, May and August by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August twenty-fourth, one thousand nine hundred twelve.*

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# COLLEGE CALENDAR

## 1938 - 1939

### Summer Session 1938

| | |
|---|---|
| Registration Day | Monday, June 20 |
| Classes Begin | Tuesday, June 21 |
| Entrance Examinations for Fall Semester | Friday, July 15 |
| Session Ends | Saturday, July 30 |

### Post Summer Session

| | |
|---|---|
| Session Begins | Monday, August 1 |
| Session Ends | Saturday, August 20 |

### First Semester 1938 - 1939

| | |
|---|---|
| Final Date for Entrance Examinations | Tuesday, September 13 |
| Registration and Classification of Freshmen | Wednesday, Sept. 14 |
| Registration Day—All Others | Thursday, September 15 |
| Classes Begin | Friday, September 16 |
| Thanksgiving Recess Begins—12 M. | Wednesday, November 23 |
| Thanksgiving Recess Ends—12 M. | Monday, November 28 |
| Christmas Recess Begins—12 M. | Friday, December 23 |
| Christmas Recess Ends—12 M. | Tuesday, January 3 |
| First Semester Ends after Last Class | Saturday, January 21 |

### Second Semester 1938 - 1939

| | |
|---|---|
| Second Semester Begins—12 M. | Wednesday, January 25 |
| Easter Recess Begins—12 M. | Thursday, April 6 |
| Easter Recess Ends | Tuesday, April 11 |
| Class Work Ends—12 M. | Tuesday, May 23 |

### Commencement 1939

| | |
|---|---|
| Senior Day | Friday, May 26 |
| Alumni Day | Saturday, May 27 |
| Baccalaureate Sermon | Sunday, May 28 |
| Commencement | Monday, May 29 |

# BOARD OF TRUSTEES

| | |
|---|---|
| Mrs. Cora Myers Fee | Indiana, Pennsylvania |
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## OFFICERS OF THE BOARD OF TRUSTEES

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|---|---|
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# THE FACULTY

1937 - 1938

SAMUEL FAUSOLD — *President*
A.B., Gettysburg College, A.M., Ph.D., University of Pittsburgh, Sc.D., Gettysburg College, Pd.D., Muhlenberg College

JENNIE M. ACKERMAN — *Director of Training*

ESTHER H. ALDEN — *Home Economics*
B.S., Columbia University, A.M., University of Pennsylvania

LOIS ANDERSON — *Co-operative Training Teacher*
A.B., Muskingum College, B.S., State Teachers College, Indiana, Pennsylvania

FLORENCE C. ARNTZ — *Business Education*
A.B., Goucher College, A.M., Columbia University

NELLE WREN AYERS — *Training Teacher*
A.B., Iowa State Teachers College, A.M., Columbia University

IRMA H. BARTHOLOMEW — *Voice*

RALPH B. BEARD — *Education*
B.S., Bucknell University, A.M., Columbia University

LOLA A. BEELAR — *Music*
B.S., Columbia University, A.M., University of Pittsburgh

ETHEL A. BELDEN — *Social Studies*
B.S., A.M., Columbia University, M.S., Temple University

MARJORIE K. BONE — *Music*
B.S., A.M., New York University

AAGOT M. K. BORGE — *Music*
B.M., A.M., University of Wisconsin

BONNIE K. BOWEN — *Co-operative Training Teacher*
A.B., University of Pittsburgh, A.M., Columbia University

MAZEL W. BOWLES — *Health and Physical Education*
B.S., Women's College, University of North Carolina
A.M., Columbia University

PAUL H. BOYTS — *Geography*
A.B., A.M., University of Michigan

RUTH V. BRENNEMAN — *Science*
Ph.B., University of Chicago, A.M., Columbia University

INEZ BUCHANAN — *Training Teacher*
B.S., A.M., Columbia University

HAROLD L. CAMP — *Education*
A.B., Grinnel College, A.M., Cornell University,
Ph.D., State University of Iowa

TOBIAS O. CHEW — *Education*
B.S., M.S., Adrian College, A.M., University of Pittsburgh

VAN A. CHRISTY — *Director of Music Department*
B.S., University of Missouri, A.M., Columbia University

ISABEL COLLINS — *Director of Home Economics Department*
B.S., A.M., Columbia University

ETHEL COUGHLIN — *Training Teacher*
B.S., State Teachers College, Indiana, Pennsylvania
Ed.M., University of Pittsburgh

GUY PRATT DAVIS — *Education*
B.S., Columbia University Ed.M., Ed.D., Harvard University

LAWRENCE DAVIS — *Geography*
A.B., North Dakota State Teachers College
M.S., University of Chicago.

HELEN F. EGLESTON — *English*
A.B., University of Montana, A.M., University of Pittsburgh

LENA ELLENBERGER — *Health and Physical Education*
B.S., State Teachers College, Emporia, Kansas
A.M., Columbia Uuiversity

WILBER EMMERT — *Science*
B.S., Valparaiso University, A.M., University of Chicago

ETHEL L. FARRELL — *Business Education*
A.B., State Teachers College, Ypsilanti, Michigan

CLINTON M. FILE — *Business Education*
B.S., James Millikin University, A.M., University of Chicago

FRIEDA FLECK — *Health and Physical Education*
B.P.E., American Gymnastic Union, Ed.M., University of Pittsburgh

MARY EDNA FLEGAL — *Director of Art Department*
B.S., A.M., Columbia University

ALMA B. MUNSON GASSLANDER — *Art*
Ph.B., Hamline University, A.M., Columbia University

MARIE CORBETT GRAHAM — *Training Teacher*
A.B., State Teachers College, Ypsilanti, Michigan
A.M., University of Pittsburgh

AMY GRAY — *Training Teacher*
B.S., Columbia University, Ed.M., University of Pittsburgh

MALINDA HAMBLEN — *Health and Physical Education*
A.B. Cornell University, A.M., New York University

MARY HART — *Training Teacher*
B.S., University of Pittsburgh, A.M., Columbia University

MARGARET HARTSOCK — *Co-operative Training Teacher*
B.S., State Teachers College, Warrensburg, Missouri
A.M., Columbia University

HARVEY A. HEATH — *Business Education*
B.S., A.M., University of Nebraska

RALPH E. HEIGES — *Social Studies*
A.B., Ursinus College, A.M., Ph.D., Columbia University

MYRTLE L. HESSE — *Co-operative Training Teacher*
B.S., Ohio University, A.M., Columbia University

G. G. HILL — *Director of Business Education Department*
A.B., Western Maryland College,
M.C.Ed., Susquehanna University, A.M., University of Pittsburgh

GRACE HOUSTON — *Art*
A.B., Ohio State University, A.M., Columbia University

DOROTHY HOYLE — *Co-operative Training Teacher*
B.S., Temple University, A.M., Columbia University

THOMAS J. HUGHES — *Music*
B.S., New York University

MERRILL B. IAMS — *Science*
B.S., Allegheny College, A.M., Columbia University

C. M. JOHNSON — *Social Studies*
A.B., Muskingum College, A.M., University of Chicago

FLORENCE B. KIMBALL — *Assistant Dean of Women*
A.B., Hood College, A.M., Columbia University

MARY ST. CLAIR KING — *Piano*

C. ERNEST KINSEY — *Education*
B.S., M.Ed., Pennsylvania State College

ORVAL KIPP — *Art*
A.B., Carnegie Institute of Technology, A.M., Columbia University

RUTH KNOWLES — *English*
A.B., Western State Teachers College, Kalamazoo, Michigan
A.M., Columbia University

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B.S., New York University, A.M., Columbia University

KATE LACY — *Art*
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B.S., A.M., Columbia University

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B.S., Simmons College

MARGARET J. LOWMAN — *Co-operative Elementary Supervisor*
B.S., University of Pittsburgh

MARY R. LOWMAN — *Music*
B.S., A.M., New York University

MAUDE MCDEVITT — *Resident Nurse*
R.N., Kane Summit Hospital

JANE L. MCGRATH — *Education*
B.S., Columbia University, A.M., Chicago University

HELEN MCLEAN — *Training Teacher*
B.S., A.M., Columbia University

LILLIAN I. MCLEAN — *Education*
B.S., Kansas State Teachers College, A.M., Columbia University

E. J. MCLUCKIE — *Business Education*
B.S., A.M., University of Pittsburgh, C.P.A., (Pennsylvania)

LOUISE ANDERSON MACDONALD — *English*
A.B., Iowa State Teachers College, A.M., University of Iowa

RICHARD MADDEN — *Education*
A.B., Nebraska State Teachers College
A.M., Ph.D., Columbia University

JOY MAHACHEK — *Mathematics*
A.B., Iowa State Teachers College, A.M., Columbia University

ANGIE MARSHALL — *Co-operative Training Teacher*
B.S., A.M., University of Pittsburgh

HELEN C. MERRIMAN — *Home Economics*
B.S., Purdue University, A.M., Columbia University

GEORGE P. MILLER — *Health and Physical Education*
B.S., A.M., Columbia University

WILDA LEA MONTGOMERY — *Field Supervisor of Student Teachers*
A.B., West Virginia University
A.M., Ed.D., University of Pittsburgh

M. ELLA MOORE — *Co-operative Training Teacher*
B.S., University of Pittsburgh, A.M., Columbia University

RACHEL MOSS *Home Economics*
B.S., University of Tennessee, M.S., Pennsylvania State College

MARY HELENA MULDOWNEY *Music*
B.S., A.M., New York University

DOROTHY MURDOCK *Art*
B.S., A.M., Columbia University

CARRIE BELLE PARKS NORTON *English*
A.B., Syracuse University, A.M., Columbia University

KARL F. OERLEIN *Science*
B.S., A.M., Ph.D., University of Pennsylvania

BERNICE ORNDORFF *English*
Ph.B., University of Chicago, A.M., Iowa University

KATHRYN O'TOOLE *Training Teacher*
B.A., Iowa State Teachers College, A.M., Columbia University

OSIE OVERMAN *Co-operative Training Teacher*
AB., Indiana State Teachers College, Terre Haute, Indiana
A.M., University of Pittsburgh

ETHYL VERNA OXLEY *Home Economics*
A.B., Iowa State Teachers College, A.M., Columbia University

REBA N. PERKINS *English*
A.B., University of Illinois, A.M., Ph.D., University of Pittsburgh

ELFA M. PORTER *Training Teacher*
A.B., Iowa State Teachers College, A.M., Iowa State University

LILLIAN HAZLETT PRICE *Co-operative Training Teacher*

EARL ELWOOD PRUGH *Mathematics and Health Education*
B.S., Ohio Wesleyan University, A.M., Columbia Unniversity

HELEN CLARE PRUTZMAN *Music*
Mus.B., Mills College, A.B., A.M., University of California

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B.S., A.M., Columbia University

MARY I. RANKIN *Co-operative Training Teacher*
B.S., A.M., University of Pittsburgh

CLEAVES M. REECE *Co-operative Training Teacher*
B.S., State Teachers College, Indiana, Pennsylvania

PEARL R. REED *Violin*

LAURA M. REMSBERG *Voice*

FLORENCE RIDENOUR — *Assistant Librarian*
A.B., Ohio Northern University
B.S. in L.S., Carnegie Institute of Technology

RUTH RINK — *Co-operative Training Teacher*
B.S., State Teachers College, Indiana, Pennsylvania
A.M., Columbia University

PAUL A. RISHEBERGER — *Education*
A.B., Washington and Jefferson College
A.M., University of Pittsburgh

R. S. ROWLAND — *Business Education*
A.B., Cotner College, A.M., University of Nebraska

MARY LOUELLA RUSSELL — *Co-operative Elementary Supervisor*
B.S., Ohio University, A.M., Columbia University

EVERETT M. SANDERS — *Health and Physical Education*
B.S., University of Pittsburgh, A.M., Columbia University

LEROY H. SCHNELL — *Mathematics*
A.B., Albion College, A.M., University of Michigan

VERA SIMPSON — *Training Teacher*
Ph.B., University of Chicago, A.M., New York University

ESTELLA M. SLAVEN — *Librarian*
A.B., University of Minnesota
B.S. in L.S., Carnegie Institute of Technology
A.M., Columbia University

THOMAS SMYTH — *Science*
B.S., Virginia Polytechnic Institute, A.M., Ph.D., Cornell University

EDNA LEE SPROWLS — *English*
B.L.I., Emerson College

MARY ALICE ST. CLAIR — *Co-operative Training Teacher*
B.S., State Teachers College, Indiana, Pennsylvania

HOPE STEWART — *Dean of Women*

LAWRENCE STITT — *Music—Windwood Instruments*
B.S., New York University

RUTH I. THOMAS — *Co-operative Training Teacher*
B.S., University of Wisconsin

ANNA J. THOMPSON — *Co-operative Supervisor of Art*
B.S., University of Pittsburgh, A.M., Columbia University

JOSEPH M. UHLER — *Education*
A.B., A.M., University of Pittsburgh

FLOSSIE B. WAGNER *Training Teacher*
B.S., A.M., Columbia University

M. J. WALSH *Dean of Instruction*
A.B., University of Michigan, A.M., Columbia University
Pd.D., Westminister College, Litt.D., St. Francis College

ROBERT FRANKLIN WEBB *Business Education*
B.C.S., Bowling Green Business University
A.B., Bowling Green College

CLARA S. WEINMAN *Assistant Resident Nurse*
R.N., Westmoreland County Hospital

W. M. WHITMYRE *Social Studies and Dean of Men*
A.B., Syracuse University, A.M., Harvard University

MARION WILLS *Home Economics*
B.S., M.S., Ohio State University

SYLVA WIXSON *Home Economics*
B.S., Michigan State College, A.M., Columbia University

MARTHA E. ZIMMERMAN *Co-operative Training Teacher*
B.S., State Teachers College, Indiana, Pennsylvania

NORAH E. ZINK *Geography*
B.S., University of Utah, A.M., Columbia University
Ph.D., University of Chicago

## SECONDARY CO-OPERATIVE TRAINING TEACHERS

*Laura Buterbaugh* .....Indiana
*Elsie Canan* .....Johnstown
*Alice Clements* .....Indiana
*Florence Craig* .....Johnstown
*Albert Drumheller* .....Indiana
*Helen Hinchman* .....Johnstown
*Marguerite Hinchman* Johnstown
*Margaret Kantner* .....Johnstown
*Robert Litzinger* ..... Indiana
*Mabel Monroe* .....Punxsutawney
*Minter Ott* .....Johnstown
*Herbert G. Raab* .....Johnstown
*Catherine Reiser* .....Johnstown
*Joseph W. Rhoades* ....Johnstown
*Sara Rhoads* .....Johnstown
*Mary Scott* .....Barnesboro
*Edward Stover* .....Johnstown
*Agnes Tompkins* .....Blairsville
*George Townsend* .....Johnstown
*Iva Varner* .....Johnstown
*Sarah Wiley* .....Indiana
*Noribel Zufall* .....Blairsville

## ADMINISTRATIVE ORGANIZATION OF THE FACULTY

### OFFICERS OF THE FACULTY

| | |
|---|---|
| *President* | SAMUEL FAUSOLD |
| *Dean of Instruction* | M. J. WALSH |
| *Director of Training* | JENNIE M. ACKERMAN |
| *Dean of Women* | HOPE STEWART |
| *Assistant Dean of Women* | FLORENCE B. KIMBALL |
| *Dean of Men* | W. M. WHITMYRE |
| *Bursar* | GUY C. LAUVER |
| *Registrar* | MARY L. ESCH |

DIRECTORS OF SPECIAL DEPARTMENTS:

| | |
|---|---|
| *Art* | MARY EDNA FLEGAL |
| *Business Education* | G. G. HILL |
| *Home Economics* | ISABEL COLLINS |
| *Music* | VAN A. CHRISTY |

HEADS OF DEPARTMENTS:

| | |
|---|---|
| *Education* | J. M. UHLER |
| *English* | BERNICE ORNDORFF |
| *Geography* | L. C. DAVIS |
| *Health Education* | E. M. SANDERS |
| *Mathematics* | JOY MAHACHEK |
| *Science* | THOMAS SMYTH |
| *Social Studies* | W. M. WHITMYRE |
| *Librarian* | ESTELLA SLAVEN |
| *School Nurse* | MAUDE MCDEVITT |
| | CLARA S. WEINMAN |

# THE COLLEGE

THE STATE TEACHERS COLLEGE AT INDIANA is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the appropriate field. The following curricula are offered:

A KINDERGARTEN-PRIMARY CURRICULUM designed primarily to prepare for teaching in the kindergarten and in grades one, two, and three. (See pp. 40-42 for details.)

AN INTERMEDIATE CURRICULUM designed primarily to prepare for teaching in grades four, five, and six. (See pp. 40-42 for details.)

A SECONDARY SCHOOL CURRICULUM designed primarily to prepare for teaching in junior and senior high schools. (See pp. 40-47 for details.)

AN ART CURRICULUM designed primarily to prepare teachers and supervisors of art in public schools. (See pp. 62-68 for details.)

A BUSINESS EDUCATION CURRICULUM designed primarily to prepare for teaching commercial subjects in public schools. (See pp. 68-76 for details.)

A HOME ECONOMICS CURRICULUM designed primarily to prepare for teaching home economics in public schools. (See pp. 77-83 for details.

A MUSIC CURRICULUM designed primarily to prepare teachers and supervisors of public school music. (See pp. 84-93 for details.)

Students who enter the primary or intermediate curriculum may secure a State Standard Limited Certificate at the end of the third year provided they have announced their intention of securing this certificate before the close of the freshman year and have met the scholarship and other requirements prerequisite to student teaching. This certificate entitles the holder to teach in grades one to six, or, in a rural school, in grades one to eight, for a period of three years. During that period at least twelve hours of additional approved preparation in the appropriate field must be secured which, with three years of successful experience, entitles the holder to a renewal for another three years.

Students who receive this certificate do not graduate. Graduation comes only upon the completion of a four-year curriculum and the conferring of a degree.

Students who entered the elementary field before January 1, 1937, may still secure the State Standard Limited Certificate on the earlier requirement,—that is, the satisfactory completion of two years of approved work. Those who enter between January 1, 1937, and February 1, 1939, can be granted this certificate on the satisfactory completion of three years of approved work. Students who enter after February 1, 1939, will not be able to secure any type of certification until they have met the full requirements for the degree and the Provisional College Certificate.

A graduate of the primary or intermediate curriculum who wishes to be certified for the secondary field must take a minimum of eighteen hours in secondary education, including six hours of student teaching in the secondary field. He must also secure eighteen hours of approved work in each field in which he desires certification in the secondary field.

Graduates of the secondary curriculum or of any of the special curricula may secure certification in the elementary field by taking thirty hours of approved preparation in the elementary field, including six hours of student teaching in that field. This preparation must be *in addition* to the requirements for the degree.

# PART I

*General Information for Prospective Students*

The School Plant

Location

Buildings and Equipment

Student Life at Indiana

General Information

Fees, Deposits, Repayments

# THE SCHOOL PLANT

A BILL was introduced and passed by the General Assembly in the legislative session of 1871, in conformity to the Normal School Act of 1857, permitting the establishment of a State Normal School in the ninth Normal School District. The original building was completed and first opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first President of the Board of Trustees, is still in use and is in excellent condition. The steady growth of the school has caused a continuous expansion in its building program. No college in the state can boast of an educational plant, including campus, buildings, and equipment, in better physical condition than that at Indiana.

In addition to John Sutton Hall, which now includes all the administrative offices, the post office, recreation hall, the president's apartment, the library, and dormitory rooms, the following are the chief buildings:

THOMAS SUTTON HALL, an addition to John Sutton Hall, erected in 1903, contains the kitchen, dining rooms, and dietitian's office on the first floor and the music conservatory on the second and third.

CLARK HALL, named in honor of Justice Silas M. Clark, a member of the Board of Trustees, was erected in 1906 on the site of a former building burned that year. It was used as a boys' dormitory until 1924 and since that time as a dormitory for girls.

WILSON HALL, the campus training school for grades one to six, was erected in 1893 and was named for A. W. Wilson, third President of the Board of Trustees.

LEONARD HALL, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains the laboratories, recitation rooms, and the campus training school for the junior high school.

THE GYMNASIUM was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical education plant.

THE ARTS BUILDING, completed in 1931, houses the art, business, and home economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

THE INFIRMARY, located in a wing of John Sutton Hall, has 13 beds and is thoroughly equipped in every way not only for all the routine work of such a place but for every type of emergency as well. Two registered nurses are always on duty and physicians and surgeons of the highest type are within easy call. The health of students is a matter of first concern at Indiana.

NORTH ENTRANCE — JOHN SUTTON HALL

The Power Plant, which furnishes heat and light for all buildings owned by the school, has been enlarged from time to time. The last unit, which was added in 1932, makes this plant thoroughly up to date in every way and insures a capacity to meet all needs for years to come.

Shop Buildings. A shop building has been erected near the power plant within the last year. It is a brick structure of factory type construction, two stories in height in front, and one story in the rear. In it are located the carpenter shop, the electric shop, the paint shop, and the plumbing shop, and it provides storage room for all materials for these shops.

Changes now under way in the basement of John Sutton Hall, in which these shops were formerly located, provide for a new janitors' room, a new gardener's room, a central filing room, and a central storeroom. All basement rooms located in North Wing will be remodeled as community rooms, lounges, and a library reading room, and will be used for student activities.

Auditorium. A new auditorium to seat 1600 people is being provided under the general state authority program.

Training School. The new training school will provide for a complete elementary and junior high school program. The junior high school plans provide for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities will also include physical education, psychological clinic, health clinic, library, music, and art. A fine demonstration room with seats for 120 observers is a unique feature of the building.

Dining Room Annexes. Provision is being made for an annex at the west end of the dining room which will provide for ample lobby space for men and women students entering and leaving the dining room.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania.

The college owns 34 acres of land, 23 of which are in the original campus. In the center of this is an historic oak grove, about which are grouped the main buildings mentioned above forming three sides of the quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, roses, and other plants seasonably arranged. On streets bordering the campus the college owns eighteen houses or "cottages" most of which are occupied as dormitories by the students.

# LOCATION

INDIANA BOROUGH, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1400 feet, an ideal location for health and comfort. The town is noted for its cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by the finest concrete roads. It is also easily reached by rail, being the northern terminus of the Indiana branch of the Pennsylvania Railroad, connecting with the main line at Torrance. Indiana is also on the Baltimore and Ohio Railroad, which makes connection with all northern points. Bus service is available to practically all points in the state.

# STUDENT LIFE AT INDIANA

THE STATE TEACHERS COLLEGE is primarily a *dormitory* school. It admits as day students only those who live with parents or near relatives.

*Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not immediate relatives.*

Young men students room in school cottages or in fraternity houses and take their meals in the college dining room.

STUDENT COUNCIL. The Student Council is made up of representatives of various classes and one representative each from the Women's Resident Student League and the Men's Student League. The purpose of the organization is to promote the best interests of the college by the regulation of student conduct in matters that do not come under the jurisdiction of the faculty, by promoting the scholastic and moral tone of the college, and by constituting a medium for the expression of initiative and the exercise of judgment in the management of student affairs.

CO-OPERATIVE ASSOCIATION. This organization, made up of the Student Council of fifteen members and seven members of the faculty, has charge of the general activities of the school, such as lectures, entertainments, athletics, etc., which are supported by fees paid by the students. It conducts a bookstore for the use of the students and faculty and receives and disburses the money received from the activity fees, and receipts from the bookstore, athletic games, and other activities from which revenue may be received.

DORMITORY REGULATIONS. There are inevitably some regulations pertaining to the dormitory life of students. These are fully explained at the opening of school. Experience of many students have been the sources for existing house rules, and all are based upon the idea of consideration for other people. It is expected that every student will co-operate whole-heartedly and will develop principles of conduct in accordance with the responsibilities of group life. Every precaution is taken to protect the life of the student and at the same time to give opportunity for self-control. The Women's Resident League gives opportunity for discussion of problems and for the exercise of student initiative and control in student house conditions.

RELIGIOUS INFLUENCE: This college is not denominational in any sense. Its authorities, however, aim to make it a place of positive Christian influence. To this end students are urged to attend the church of their own choice on Sunday mornings.

The Y.M.C.A. and the Y.W.C.A. aid in the religious culture of all students in the college. Every effort is made to promote Sunday observance. Students are thus encouraged to become Christian workers, and college life is made to approximate the social ideals of Christian life. Besides these organizations, there are various others of a practical type and in a highly prosperous condition. There is a vesper service each Sunday evening, which all boarding students attend. A fine recreational room has been set apart for the boys of the Y.M.C.A. and one for the girls of the Y.W.C.A.

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# STUDENT ORGANIZATIONS

LEONARD LITERARY SOCIETY. The Literary Society has a membership of eleven hundred students and faculty. The meetings are held every Monday evening at seven o'clock in the college auditorium. Interest in these meetings is stimulated in one way only, through excellence of programs. Many one-act plays are presented by the members. The greatest possible number of students participate in these and other performances in order to develop skill and originality in program building as well as ease in public appearances.

A small annual fee is charged each member, making it possible to present each year some of the best professional literary talent. This talent has recently included the internationally applauded Ruth Draper in her famous character sketches, Mr. E. H. Sothern, Cornelia Otis Skinner, Admiral Richard E. Byrd, Carola Goya, the Abbey Players of Dublin, Upton Close, Ruth St. Denis, Dorothy Sands, William Beebe, Ted Shawn and his men's ensemble, Hedgerow Players, Edwin Markham, Miriam Winslow Dancers, Christopher Morley, Hugh Walpole, Mrs. Osa Johnson, and Boake Carter.

SORORITIES. Seven national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Delta Sigma Epsilon, Alpha Sigma Tau, Pi Kappa Sigma, Pi Delta Theta, and Theta Sigma Upsilon. Only students who have completed sixteen semester hours of work with a "C" grade average and no failures are eligible for membership. The sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals for womanhood. Broadening contacts are furnished through association with alumnae members and intercollegiate affiliations.

FRATERNITIES. Five national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1927. Alpha Chapter had been active on the campus as a local organization since 1908. A chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Alpha Chapter is at Kirksville, Missouri. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930. The Alpha Chapter is at Warrensburg, Missouri.

In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is, "To unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainments are eligible to membership.

OTHER ORGANIZATIONS. In addition to the activities listed above the following regular organizations have been approved and function very actively throughout the year on the campus: The Alpha Omega Geographers Club, Intermediate Club, Mathematics Club, Mother Goose Club, Newman Club, Prigrind Club, Poetry Club, American College Quill Club, Science Club, David Alter Scientific Society, Social Science Club, Travelers Club, Y. M. C. A., Y. W. C. A. and many others.

The organizations within the special departments are listed under those departments.

# GENERAL INFORMATION

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

An excellent laundry and ironing room with modern equipment is maintained in the basement of John Sutton Hall for the free use of women students.

Supplied By Students. All students who live in school dormitories and men students who are assigned to rooms at private homes must provide themselves with blankets as the college and house mothers furnish only the linen and bedspreads. Such students must also provide window curtains, soap, towels, and needful toilet articles.

All students who take meals in the college dining room should bring with them an adequate supply of table napkins.

State Scholarships. Holders of State Scholarships may attend State Teachers Colleges and use the scholarship award toward meeting their expenses.

Physical Education. The reorganized elective system of extra-curricula physical activities now permits all upperclassmen to participate in a team sport, an individual sport, a dancing activity, and in swimming and professionalized courses.

The following gymnasium and pool equipment has been adopted and should be purchased in the college bookstore at a saving to students:

Gymnasium costume requirements for girls will be one tan and brown suit, two pairs of socks, one pair of gymnasium shoes, one worsted tank suit, and one swimming cap.

For boys the costume requirement will be two white cotton jerseys, two white running pants, two pairs of light wool socks, one pair of gymnasium shoes (Ked type), one worsted tank suit, and one swimming cap.

Some students may wish to use the swimming caps they already possess. The following colors will be required: for beginners, red; for those who swim a little, green; for the swimmers, blue; and for life savers, white.

Vacation Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates.

GUESTS. Students and teachers are responsible for meals of their guests at current transient rates. All visitors staying in the college buildings over night must be registered with the Dean of Women by the person or persons entertaining them. This privilege applies only to young women of school age. Students may accompany mothers or older relatives to a hotel for meals or for the night, arrangements having been made in advance with the Dean of Women. The buildings are closed to guests at 11 P. M.

HOW ROOMS ARE ASSIGNED. Students in school at the close of any school year have rooms assigned to them as follows: If girls desire to keep the rooms they have, these rooms are assigned to them. At a meeting the remaining rooms are put up in order of desirability. If two or more groups of girls desire the same room, the groups draw lots for it. This process continues until all girls in school are assigned to rooms for the following year.

Entering students are assigned to rooms in the order in which their applications are received and as nearly in accordance with their preference as possible.

HOW TO SECURE ROOM ASSIGNMENT. All entering boarding students are required to pay ten dollars in advance for the reservation of a room. This is due when the application and personnel record is filed. This blank will be sent on request to any prospective student. The deposit is credited on the following semester's contingent fee. Students in school at the end of any year who reserve rooms for the following year must pay the room reservation deposit by July 1st, or their assignment to a room is cancelled and they take their place on the list of entering students. Students are not permitted to room alone except as indicated on page 29.

Advance reservation deposits may be returned to students, provided they notify the college three weeks before the opening of the semester of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue.

Rooms are not held for students beyond the first day of the semester or term unless arrangements have previously been made.

CAP AND GOWN. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

ALUMNI ASSOCIATION. Since its organization the school has graduated nearly ten thousand students from its various curricula. Fifteen hundred thirteen degrees have been granted since Indiana was made a college in 1927. The love and devotion of these alumni is an important factor in the future development of the college. At the annual meeting in May, 1933, the constitution of the Alumni Asso-

ciation was changed so that it is now organized on a representative basis with the local unit in each community sending its representatives to the meetings of the executive council, which meets twice each year. In this way it is hoped that every graduate of the school may be brought into relationship to the school through membership in an active local unit.

## ATHLETICS

Clean, wholesome athletic rivalry has a place in life. It has a vital place in the training of teachers. Varsity athletics provide opportunity for the man of exceptional ability to utilize his skill. He represents the college in intercollegiate competition, and through the adjustments, sacrifices, and contacts necessary during his training period and in the games his educational vision is broadened. He learns the give and take of wholesome living. Football, basketball, baseball, tennis, and swimming are the varsity sports for men.

INTRAMURALS. This group of athletic activities makes possible the selection of varsity material. It gives all students a chance to learn the fundamentals of the major sports. The physical, mental, and social benefits that come from organized team play are made available to many more students through the intramural activities. The program is to be expanded to meet the needs of the new curricula in the teachers colleges. Fall, winter, and spring sports are now available. Intramural sports days were introduced this year in basketball and volley ball. This affords the educational opportunity of seeing another college in action, and broadens the scope of the program.

WOMEN'S ATHLETICS. The women's athletic activities provide opportunity for many college women to learn a variety of sport skills. Each activity extends over a nine weeks' period including instruction, practice, and competition. Intercollegiate sports days permit the winning teams to enjoy one game with another college. This opportunity to be guests at another college and hosts to visiting teams provides desirable social and educational experience. No tangible award is presented. The reward is inherent in the activities of the day.

HEALTH EDUCATION. The new curriculum has used the term *Health Education* to include the activity courses and the personal and community hygiene courses prescribed for all freshmen. Students at Indiana are fortunate in having the facilities for healthful physical activities that are available at this college. All students take one year of these prescribed activities, adapted to their needs and capacities. This introductory course for freshmen consists in developing ability to swim forty yards, to keep afloat five minutes, to become familiar with the fundamentals of rhythmic activities, and experience the satisfactions that come from developing the funda-

mental skills needed for successful participation in the individual and team sports that make life more complete and develop the habit of exercise. This course also presents the basic knowledge essential to healthful living.

TEACHING HEALTH EDUCATION. This course acquaints the student with the essential facts that children of the elementary and secondary schools need in order to develop the habits, attitudes, and knowledge necessary for healthful living. Instruction is given in the proper examination of the ears and eyes of school children, and the use of the audiometer and other equipment for these purposes in the psychological clinic is demonstrated to the class.

TUBERCULIN TEST. For the last two years the tuberculin test has been given to entering freshmen and made available for such upper classmen as were interested in taking advantage of this scientific method of early diagnosis of a preventable disease. This year the test will become a regular requirement for the entering freshman class and available to all other students who care to take it. This test is now conducted by the State Deparment of Health at no cost to students.

## EXTRA-CURRICULAR ACTIVITIES

Indiana inaugurated a progressive system of extra-curricular activities this fall. It is now a requirement for graduation for all students to participate in these physical activities all semesters except those in which a prescribed physical education course is being taken or in which the student is doing his student teaching.

TEAM SPORTS. These courses for sophomores meeting twice each week are arranged to offer seasonal outdoor activities followed by an indoor activity. The offerings at present are Field Hockey followed by Volley Ball. Soccer and Basketball are combined in one course.

RHYTHMIC ACTIVITIES. These courses are offered in the second semester and give opportunity to select a dancing activity in which the student has a keen interest or specific ability.

Social, Clog, and Tap and Folk Dancing are offered for both men and women. Backgrounds of the Modern Dance and Modern Dance Forms are for women only.

INDIVIDUAL SPORTS. In the first semester of the junior year Archery is combined with Fencing in one course, Tennis with Gymnastics, Golf with Minor Sports; and Intermediate and Advanced Swimming and Life Saving are the courses available which appeal to the individual as challenging leisure-time or hobby possibilities.

PROFESSIONALIZED ACTIVITIES. Two of these courses offered in the second semester are Materials and Methods of Physical Education in the primary and in intermediate grades. The other courses which

THE GYMNASIUM

juniors may elect are Teaching of Physical Education in the Secondary School, Safety, First Aid and Prevention of Athletic Injuries, Girl Scouting, and Officiating. Any of these courses are open to seniors during their non-teaching semester.

INDIVIDUAL GYMNASTICS. Under the new plan no student is excused from physical education. Those who are temporarily unable to participate in the prescribed work are scheduled for this course. In it the instructions of the home physician are followed. In many cases this means a quick return of ability to participate in the prescribed work.

## BROADCASTING ACTIVITIES

Beginning March 7, 1938, at 10:45 A. M., Indiana State Teachers College began a series of radio programs from Station WHJB at Greensburg, Pennsylvania, which gave to parents and schools of our service area an opportunity to become acquainted with the activities and personalities of the college. The six programs consisted of two periods with our musical organizations, the Symphonic Choir and the Orchestra, a student round table discussion of the problem of teacher tenure, a student play, a message from the Psychological Clinic, and a skit from the Athletic Department.

These programs were an experiment in the use of radio broadcasting to give our students an insight into the possibilities of this new educational agency and to acquaint our service area with a few of the professional and cultural opportunities offered at Indiana to prospective teachers.

A Radio Guild for students and faculty besides the projected credit course in radio will plan more extensive and frequent programs for next year.

## SUGGESTIONS FOR ENTERING STUDENTS

PRELIMINARY. The prospective student should send for an application blank. This blank should be properly filled out and returned with the room reservation deposit of ten dollars. Rooms are assigned in the order in which applications are received.

All baggage is delivered in the basement of John Sutton Hall, and porters deliver the baggage directly to the students' rooms. Baggage should be plainly marked with the student's name and room number if the assignment has been made. Students living in school cottages should mark their baggage with the street address, and the college truck delivers it to the rooming place.

The time between terms is very short for getting the dormitories again in readiness for students. For this reason the residence halls are not open until the registration day.

REGISTRATION DAY. On arriving at the college on the opening day of school, Wednesday, September 14, new students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being registered and programmed. In general the following directions will be followed:

I. BOARDING STUDENTS:

A. Go to the library, fill enrollment card, and pay your fees.

B. Girls will go to Recreation Hall where the Dean of Women will give them the room assignment and keys. Boys will go to the gymnasium where the Dean of Men will have charge.

C. Take all baggage checks to the college bookstore and pay for delivery of the baggage.

D. Programs will be made by teachers assigned to particular groups. These teachers, the rooms in which programs will be made, and the group assigned to each will be clearly indicated in the sheet of directions.

E. Books and other school materials can be secured at the college co-operative bookstore. No books should be purchased until after the classes have met and a correct list of necessary books has been made out.

F. Students who are transferring from other schools and who have not had their credits evaluated should take them to the office of the Dean of Instruction.

G. The President's office is always at the service of new students.

II. DAY STUDENTS:

The same procedure as indicated above will be followed by day students except that B and C will be omitted.

ENTRANCE TESTS. Every candidate for admission ranked in the lower half of his high school class should take the entrance examinations on Friday, July 15. Those who decide to apply for admission after that date may take the entrance examinations on Tuesday, September 13. This is the last date set for these tests, and no applicant who ranks in the lower half of his class can complete his registration without taking them.

MEETING NEW STUDENTS. All freshmen and other new students will report for registration, classification and other activities, Wednesday, September 14. A general meeting of all freshmen will be held in the Auditorium at 7:30 that evening.

VISITS. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits.

ELECTRICAL AND HEATING APPARATUS. Students are not permitted to use or to have stoves, electric irons or heaters or cookers, or any preparation for producing fire or heat in their rooms. The school provides facilities for laundry work, and a candy kitchen for whatever cooking is necessary for "spreads."

## SELF HELP AND LOAN FUND

During the last four years Indiana, in common with other colleges, has had available through the federal aids to education considerable opportunity for students to secure work that would aid in paying their expenses. Whether this aid will be extended for the coming year is not known. If it is, there will be open to a number of worthy students who otherwise cannot attend school an opportunity to earn part of their expenses. If the federal aid is not continued, there will be very few opportunities for students to secure work at Indiana that will aid in paying their expenses. The few part-time positions that are available are usually filled by students who have been here two or three years.

DAY STUDENTS. Several pleasant rooms have been provided for non-resident students for study, lunch, and rest. It is the desire of the administration to make all students comfortable and happy, and suggestions for better conditions will be gladly received.

The Jane E. Leonard Memorial Loan Fund was begun several years ago and was built up largely through the work of faculty and students. During the last few years most of the alumni units have come to the aid of the fund, and some have made very liberal contributions. The available loan value has now reached about fifteen thousand dollars. The requests for loans have been so heavy that it has been necessary to limit them to seniors, although it has been possible during the last year or two to make a few loans to juniors. Under no circumstances can loans from this fund be extended to freshmen.

# FEES, DEPOSITS, REPAYMENTS

## A. FEES

I. STUDENT ACTIVITY FEE:

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a co-operative organization. This fee will cover the cost of student activities in athletics,

lectures, entertainments, student publications, etc.

This fee for 1938-39 will be six dollars per semester for State Teachers College, Indiana, Pennsylvania. For the regular summer session the fee will be two dollars. No activity fee will be charged in the post summer session.

II. CONTINGENT FEE:

A. *Regular Session*

1. A contingent fee for each student in each curriculum is charged as follows:

| | *Half Semester* |
|---|---|
| Elementary Curricula | $18.00 |
| Secondary Curriculum | 18.00 |
| Art | 27.00 |
| Business Education | 21.00 |
| Home Economics | 36.00 |
| Music (including private instruction fees) | 45.00 |

This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine) and laboratory facilities.

2. Students taking seven or fewer semester hours shall pay at the rate of five dollars per semester hour. Students taking more than seven semester hours shall pay the regular contingent fees provided that the regular contingent fees for special curricula shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

3. Students taking extension courses shall pay at the rate of five dollars per semester hour provided that the regular fees for special curricula shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

B. *Summer Session, six weeks*

1. Five dollars per semester hour.
A minimum contingent fee of fifteen dollars will be charged.

2. Contingent Fees for Special Curricula.
In addition to the above fee for summer school, students in the special curricula will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, shops, or studios for the special curricula.

C. *Post Summer Session, three weeks*

1. Five dollars per semester hour.
2. No activity fee will be charged.
3. If courses in special curricula are given, the fees will be one-half the corresponding fees for the regular six weeks session.

III. HOUSING FEE:

A. *Housing rate for students*

The housing rate for students shall be $63 per one-half semester and $42 for the Summer Session. This includes room, meals and limited laundry.

1. For rooms with running water an additional charge of $9.00 per student per semester, or $3 for the Summer Session is made.
2. No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
3. A student may, at the discretion of the President of the College. occupy a double room alone by paying an additional $36 a semester or $12 for the Summer Session.

B. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be $9 per week.

C. The rate for transient meals shall be
Breakfast, 40 cents; Lunch, 40 cents; Dinner, 50 cents.

IV. DAMAGE FEE:

Students shall be responsible for damages, breakage, loss, or delayed return of college property.

V. INFIRMARY FEE:

After three days in the college infirmary the college shall charge an additional dollar for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of two dollars a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

VI. ISOLATION HOSPITAL FEE:

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge $10.00 per

week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital, shall pay the board rate of two dollars a day (see V above), and in addition shall pay $10.00 a week, but this additional charge does not include trained nurse or special medical service.

VII. TUITION FEE:

Students whose residence is out of the state shall be charged a fee of $105 per semester, $85 per Summer Session, and $17 for the Post Summer Session. Such students shall pay the contingent fee in addition to the tuition fee.

VIII. PRIVATE INSTRUCTION FEES:

The charge for private lessons in music in the state teachers colleges maintaining the special curriculum in music shall be:

1. Voice, piano, band or orchestral instruments, $24 per semester for one lesson per week.
2. Rental of piano for practice, one period per day, $6 per semester.

Rental of band or orchestral instruments, $6 per semester.
For summer sessions the charge is one-third of above rates.

IX. DEGREE FEE:

A fee of five dollars shall be paid by each candidate for a degree to cover the cost of degree diploma.

X. RECORD-TRANSCRIPT FEE:

One dollar shall be charged for the second and each subsequent transcript of records.

XI. DELINQUENT ACCOUNTS:

No student shall be enrolled, graduated, or given a transcript of his record until all previous charges have been paid.

## B. DEPOSITS

ADVANCE REGISTRATION DEPOSIT:

A deposit of $10 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of

college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit may be made through the Department of Revenue, on application from the student through the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania.

## C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits other than as specified above may be charged by a state teachers college.

## D. REPAYMENTS

I. REPAYMENTS WILL NOT BE MADE:

A. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

B. For any part of the advance registration deposit for any causes whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

II. A repayment will be made for personal illness if certified to by an attending physician or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.

III. The advance registration deposit will be returned to students provided they notify the college of their intention not to attend not less than three weeks before the opening of the semester or term, or provided the student is rejected by the college.

In addition to the fees the average student will require approximately $25 per semester for books, gymnasium costume, student organization dues, etc.

## TIME OF PAYMENT

June 20, payment in full of all summer-session fees.

August 1, payment in full of all post-summer-session fees.

September 14 or 15, payment for the first half of first semester.

November 7 to 11, payment for second half of first semester.

January 25 or 26, payment for first half of second semester.

March 20 to 24, payment for second half of second semester.

## HOW TO PAY BILLS AND CHARGES

All bills, including contingent fee, board, room, and laundry, extra room rent, special department fees are payable at least nine weeks in advance. Bookstore purchases are on a cash basis.

Students will not be permitted to enroll for their second semester or any later semester, until all bills previously incurred have been paid, nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks should be made payable to the Commonwealth of Pennsylvania, except that for the activity fee, which should be made payable to Paul Woodring, Treasurer.

BREAKING GROUND FOR NEW BUILDINGS

# PART II

Requirement for Admission

Curricula for Teaching in the Elementary and Secondary Schools

- Kindergarten-Primary Curriculum
- Intermediate Curriculum
- Secondary School Curriculum

Curricula for Teaching in Special Fields

- The Art Curriculum
- The Business Education Curriculum
- The Home Economics Curriculum
- The Music Curriculum

The Summer Session

The Post Summer Session

# REQUIREMENTS FOR ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Teachers College Presidents, May 13, 1932. Five general bases for admissions were set up:

I. General Scholarship
II. Character and Personality
III. Health and Physical Vigor
IV. English Fundamentals and Psychological Tests
V. A Personal Interview

Candidates for admission must satisfy these five general requirements in detail as outlined below:

I. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

A. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.

B. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided

1. They are recommended by their high school principal as being able to do creditable college work, and
2. Appraisal of the detailed high school record indicates to admission authorities of the college that the candidate can do satisfactory college work, and
3. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.

Applicants satisfactorily meeting the requirements 1, 2, and 3 above will be admitted on probation. Such students will be required to withdraw from the college unless they meet the required standard of scholarship.

II. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

A. The estimate of the secondary school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

| | Low | Middle | High |
|---|---|---|---|
| Trustworthiness | | | |
| Initiative | | | |
| Industry | | | |
| Social Adaptability | | | |
| Personal Appearance | | | |
| Sympathy | | | |

B. This will be included as a part of the high school record blank.

III. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the college.

A. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This medical examination will be checked by the examining physician at the college, and students may be required to undergo a complete re-examination.

B. Applicants may be rejected for the following reasons:

1. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, thyroid
2. Defective vision of marked degree
3. Permanently impaired hearing
4. Marked speech defects
5. Unsightly deformities
6. Marked obesity

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects.

IV. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

V. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

A. The purpose of the personal interview is

1. To give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers, and
2. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.

B. The interview will be conducted at the college or other places and at times designated by the President of the college.

The entrance examinations for applicants who were in the lower half of their graduating classes will be held on Friday, July 15. Every applicant who ranked in the lower half of his class should make application in time to take the examination on that date. Another examination for those who do not apply before the July date will be given on Tuesday, September 13, but the chances for admission will be greatly decreased if they wait until that time.

### ADVANCED STANDING

Advanced credit will be given for equivalent courses completed in approved institutions of collegiate grade, but no student may obtain a certificate or degree without a minimum residence of one year in this college. A student transferring from another college will be required to present a statement of honorable dismissal from the college which he last attended and to meet the same entrance requirements as any other applicant.

### CORRESPONDENCE AND EXTENSION WORK

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed thirty semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

### SCHOLARSHIP GRADES AND QUALITY POINTS

The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to school.

Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation or for recommendation for the State Standard Limited Certificate, a student must have secured as many quality points as the number of semester hours he has earned in this school toward his degree or certification. Quality points are not counted on grades from other schools but a student transferring from another school is held responsible for quality points only on work taken here.

### ELIGIBILITY FOR STUDENT TEACHING

No student shall be eligible for student teaching who has not completed all the required English courses up to the teaching semester and who does not have as many quality points as he has semester hours credit in this school. Rare exceptions may be made in the case of students who have shown marked improvement in scholarship, but in no case can student teaching be granted to a student who has not had at least one semester's work with a C average and no failures if he is seeking the State Standard Limited Certificate or at least two semesters with a C average and no failures if he is a candidate for a degree.

### COMMENCEMENT EXERCISES

One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises.

### REQUIREMENTS FOR GRADUATION AND CERTIFICATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the seven degree curricula offered at this college. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the appropriate field.

Graduates of the special curricula, Art, Business Education, Home Economics, and Music, receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special field in all grades on both the elementary and the secondary school level. These graduates are usually certificated to teach at least one other field in the junior or senior high school. Further information will be found under the discussion of each department.

Those who complete the secondary curriculum receive the degree of Bachelor of Science in Education with certification in their major fields.

Graduation from the Kindergarten-Primary or Intermediate Curriulum will entitle the graduate to the degree of Bachelor of Science in Education and the Provisional College Certificate which entitles the holder to teach in the elementary grades for a period of three years.

The Provisional College Certificate entitles the holder to teach for a period of three years the field or subjects indicated on the face of the certificate. During that period the holder must secure six semester hours of approved preparation. Upon completion of these and

of three years' successful teaching in the public schools of the Commonwealth of Pennsylvania, the Provisional College Certificate is changed to a Permanent College Certificate.

Students entering the Kindergarten-Primary or Intermediate Curriculum who feel unable to remain more than three years may, during the first year, ask to be allowed to do student teaching during the third year of attendance. So far as student teaching facilities will permit, such applicants may have their programs for the second and third years so arranged that they can secure student teaching and other courses required for immediate certification. When these students have met the requirement of three full years of work on a degree curriculum, as modified for certification, they may receive a State Standard Limited Certificate, which entitles the holder to teach in the elementary schools of the state for a period of three years. During that time the holder of the certificate must secure at least twelve additional hours of approved credit toward the degree in his field. His certificate will then be renewed for three years and within this period he will be expected to secure his degree. The State Standard Limited Certificate will not be granted to students who enter after February 1, 1939. After that date certification in any field will be granted only upon completion of the requirements for the degree in that field.

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum as previously organized are admitted to junior standing for a degree provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years' credit, but those who transfer to the secondary field will lose some credit, usually from four to ten hours.

Graduates of any two-year curriculum can secure not more than two full years' credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two- or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school, must do at least one-half the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to the required courses here. Not to exceed thirty semester hours of approved work may be taken in extension classes. Correspondence courses are not accepted.

## REPORTS ON STUDENTS' GRADES

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester a report is made to each adviser concerning the students in his group who are not doing passing work. As soon as possible after the close of each semester a full report on the previous semester's work is given every student on a record card provided by the student. Reports of students' *grades are not sent to the parents* but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts in regard to their grades. If they have not reached this stage of maturity and integrity they would seem to lack qualities highly desirable in prospective teachers.

### CHANGES IN CURRICULA

During the last two years all curricula except home economics have been reorganized. The new curricula went into effect in September, 1937. Students who entered before that time and teachers in service who are working toward their degrees need not be disturbed by the changes, as their previous work will be adjusted to the new requirements without loss of credit unless they change from one curriculum to another.

Students who entered before January 1, 1937, may still secure the State Standard Limited Certificate under the former requirements, 64 semester hours, including student teaching, and an average of C or better on this amount of work. Those who have entered any elementary curriculum since January 1, 1937, may secure this certificate on the satisfactory completion of three years' work, 96 semester hours' credit including student teaching, and 96 quality points. The State Standard Limited Certificate will be discontinued for all students entering after February 1, 1939. No certificate of any kind can be granted to any student entering after that time until he has met the full requirements for a degree and certificate in his particular field.

## BASIC TWO YEARS OF THE ELEMENTARY AND SECONDARY CURRICULA

Sequence of courses subject to change for administrative reasons.

### FIRST SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| English I (including Library Science) | 4 | 3 |
| Speech | 3 | 3 |
| Biological Science | 4 | 3 |
| Health Education (including Physical Education and Personal Hygiene) | 4 | 2 |
| Place and Purpose of Education in Social Order, including School Visitation | 3 | 2 |
| Appreciation of Music | 3 | 2 |
| | 21 | 15 |

### SECOND SEMESTER

| | | |
|---|---|---|
| English II | 3 | 3 |
| Principles of Geography | 3 | 3 |
| History of Civilization | 4 | 4 |
| Biological Science | 4 | 3 |
| Health Education, including Physical Education and Personal Hygiene | 4 | 2 |
| Appreciation of Art | 3 | 2 |
| | 21 | 17 |

### THIRD SEMESTER

| | | |
|---|---|---|
| Literature I. | 3 | 3 |
| Economic Geography | 3 | 3 |
| General Psychology | 3 | 3 |
| Physical Science | 4 | 3 |
| Electives | 4 | 4 |
| | 17 | 16 |

THE ARTS BUILDING

### FOURTH SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Literature II | 3 | 3 |
| Educational Psychology | 3 | 3 |
| Principles of Sociology or | 2 | 2 |
| Principles of Economics | (2) | (2) |
| Physical Science | 4 | 3 |
| Electives | 6 | 6 |
| | 18 | 17 |

(1) Students who are candidates for the State Standard Limited Certificate must take as electives in the second year

Teaching of Reading
Curriculum in Arithmetic
Teaching of English
and must take as electives in the third year
Student Teaching
Curriculum Materials
Children's Literature and Story Telling
Curriculum in Elementary Science

## LAST TWO YEARS OF THE ELEMENTARY CURRICULUM

### FIFTH SEMESTER

| | | |
|---|---|---|
| American Government—Federal, State, and Local | 3 | 3 |
| Teaching of Reading | 3 | 3 |
| Music I | 4 | 2 |
| Art I | 4 | 2 |
| Curriculum in Arithmetic | 3 | 2 |
| School Law | 1 | 1 |
| Elective | 3 | 3 |
| | 21 | 16 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| Child Psychology | 3 | 3 |
| Teaching of English, including Handwriting | 4 | 3 |
| Music II | 3 | 1½ |
| Art II | 3 | 1½ |
| Teaching of Health | 3 | 2 |
| U. S. History to 1865 | 3 | 3 |
| Elective | 3 | 3 |
| | 22 | 17 |

### SEVENTH SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Educational Measurements | 2 | 2 |
| Curriculum in Elementary Science | 4 | 3 |
| Visual Education | 4 or 2 | 2 or 1 |
| Children's Literature and Story-Telling | 3 | 3 |
| Evolution of the American Public School | 2 | 2 |
| Philosophy of Education | 2 | 2 |
| Elective | 3 | 3 |
| | 18 | 16 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Student Teaching and Conferences | 15 | 12 |
| Curriculum Materials, Selection and Adaptation | 4 | 3 |
| | 19 | 15 |

## ELECTIVES FOR GROUP I

### Kindergarten, Grades 1, 2, 3

| | | |
|---|---|---|
| Pre-School Child | 2 | 2 |
| Kindergarten-Primary Theory | 2 | 2 |
| U. S. History since 1865 | 3 | 3 |
| Child Adjustment | 3 | 3 |
| Special Education | 3 | 3 |
| Diagnostic and Remedial Instruction in Reading | 3 | 3 |
| Parent Education | 3 | 3 |
| Handicrafts | 4 | 2 |
| Descriptive Astronomy | 2 | 1 |

Courses in Speech or other approved courses from subject fields

## ELECTIVES FOR GROUP II

### Grades 4, 5, 6

| | | |
|---|---|---|
| Teaching of Arithmetic | 3 | 3 |
| Civic Education | 3 | 3 |
| U. S. History since 1865 | 3 | 3 |
| Industrial Arts | 4 | 2 |
| Geography of Western Hemisphere | 3 | 3 |
| Geography of Eastern Hemisphere | 3 | 3 |
| Descriptive Astronomy | 2 | 1 |

Courses in Speech or other approved courses from subject fields

## LAST TWO YEARS OF THE SECONDARY CURRICULUM

### FIFTH SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| American Government—Federal, State, and Local | 3 | 3 |
| School Law | 1 | 1 |
| Educational Measurements | 2 | 2 |
| Electives | 10 | 10 |
| | 16 | 16 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| Adolescent Psychology | 2 | 2 |
| Problems of Junior-Senior High School | 2 | 2 |
| Electives | 12 | 12 |
| | 16 | 16 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| Evolution of the American Public School | 2 | 2 |
| Visual Education | 4 or 2 | 2 or 1 |
| Guidance | 2 | 2 |
| Philosophy of Education | 2 | 2 |
| Electives | 9 | 9 |
| | 17 | 16 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Student Teaching and Conferences | 15 | 12 |
| Curriculum Materials, Selection and Adaptation | 4 | 3 |
| | 19 | 15 |

All students are required to take part, without credit, in one physical education activity each semester in which no physical education courses or student teaching are required and in one other extra-curricular activity one semester each year.

## CERTIFICATION IN THE ELEMENTARY FIELD

Graduates of the intermediate or primary curriculum receive the degree of Bachelor of Science in Education and the Provisional College Certificate. This certificate entitles the holder to teach for three years in the first six grades of any public school and in grades seven and eight if these are not organized as part of a junior high school. After three years of successful teaching and the addition of six hours of approved college courses, the certificate is changed to a Permanent College Certificate.

## CERTIFICATION IN THE SECONDARY FIELD

Graduates of the secondary curriculum receive the same degree, Bachelor of Science in Education and the Provisional College Certificate, which entitles the holder to teach in any junior or senior high school the subjects written on the face of the certificate. Permanent certification is secured on the completion of three years of successful teaching and the completion of six semester hours of additional approved work.

At the meeting of the Board of Presidents of the State Teachers College on January 15, 1937, the following report of the Curricular Revision Committee was approved:

1. That each student shall present as a requirement for graduation from the Secondary Curriculum at least two subject fields for certification, one of which shall consist of not less than twenty-four semester hours.

2. That all courses carried in any subject-matter field shall be counted toward certification.

3. That the Board of Teachers College Presidents request the State Council of Education to consider raising, as soon as possible, the present eighteen-semester-hour certification requirement in every subject-matter field to twenty-four semester hours.

In accordance with the above a student must meet certification requirements in two fields, in one of which he must have at least 24 semester hours and in the other at least 18 semester hours. Required courses are included in the above, except that the course in "Speech" is not included in meeting the requirements for certification in English.

Besides the degree curricula in the special fields of art, business education, home economics, and music, Indiana provides all courses necessary for certification in the secondary fields of English, geography, mathematics, science, and social studies. The required and elective courses in each field are indicated below:

ENGLISH:

| *Required:* | 18 s.h. |
|---|---|
| English I | 3 — 3 |
| English II | 3 — 3 |
| Literature I | 3 — 3 |
| Literature II | 3 — 3 |
| English Philology | 3 — 3 |
| Advanced Composition | 3 — 3 |

GEOGRAPHY:

| *Required:* | 18 s.h. |
|---|---|
| Principles of Geography | 3 — 3 |
| Economic Geography | 3 — 3 |
| Canada | |
| Geography of the U. S. and Canada | 3 — 3 |
| Geography of Latin America | 3 — 3 |
| Geography of Europe | 3 — 3 |
| Geography of the Pacific Realm | 3 — 3 |

*Electives* 6 s.h.

Shakespeare .....3 — 3
Short Story .....3 — 3
Modern Novel .....3 — 3
World Literature .....3 — 3
Contemporary Poetry ....2 — 2
Victorian Prose and Poetry .....3 — 3
Journalism .....2 — 2
Pre-Shakespearean Literature .....2 — 2
Romantic Period .....3 — 3
Essay .....3 — 3
Modern Drama .....2 — 2
19th Century Novel.....3 — 3

SOCIAL STUDIES:

*Required:* 18 s.h.

History of Civilization ..4 — 4
Sociology or Economics 2 — 2
American Government ....3 — 3
U. S. History before 1865 .....3 — 3
Social and Industrial History of the U. S. 3 — 3
Modern European History .....3 — 3

*Electives* 6 s.h.

Early European History 3 — 3
Principles of Economics 2 — 2
Principles of Sociology 2 — 2
Latin American History 3 — 3
Comparative Government .....3 — 3
European History since the World War .....3 — 3
Origin of Social Institutions .....3 — 3
History of England .....3 — 3
U. S. History since 1865 .....3 — 3
History of the Far East 3 — 3
History of Pennsylvania 3 — 3
History of Ethics .....3 — 3
Renaissance and Reformation .....3 — 3
Industrial Relations .....3 — 3

*Electives* 6 s.h.

Climatology and Metcorology .....3 — 3
Physiography .....3 — 3
Conservation of Natural Resources .....3 — 3
Field Course .....3 — 3
approved) .....3 — 3
Commercial and Industrial Geography .....3 — 3
Trade and Transportation .....3 — 3

MATHEMATICS:

*Required:* 18 s.h.

College Algebra .....3 — 3
College Trigonometry ....3 — 3
Analytic Geometry .....3 — 3
Calculus I .....3 — 3
Calculus II .....3 — 3
Statistics .....3 — 3

*Electives:* 6 s.h.

College Algebra II .....3 — 3
Synthetic Geometry .....3 — 3
History of Mathematics 3 — 3
Applied Mathematics ....3 — 3

A. SCIENCE:

*Required:*

| | |
|---|---|
| Biological Science | 8 — 6 |
| Physical Science | 8 — 6 |
| Electives in Biological Science | 6 |
| Electives in Physical Science | 6 |

*Electives:*

See courses listed under electives in Biological Science and under Physical Science.

B. BIOLOGICAL SCIENCE:

*Required:*

| | |
|---|---|
| Botany | 8 — 6 |
| Zoology | 8 — 6 |

*Electives:*

| | |
|---|---|
| Ecology | 4 — 3 |
| Advanced Biology | 4 — 3 |
| Advanced Zoology | 4 — 3 |
| Physiology | 4 — 3 |
| Bacteriology | 4 — 3 |
| Parasitology | 4 — 3 |
| Comparative Anatomy | 4 — 3 |
| Histology | 4 — 3 |
| Genetics | 3 — 3 |
| Embriology | 4 — 3 |
| Entomology | 4 — 3 |
| Advanced Nature Study | 4 — 3 |

C. PHYSICAL SCIENCE:

*Required:*

| | |
|---|---|
| General Inorganic Chemistry | 12 — 8 |
| General College Physics | 12 — 8 |

*Electives:*

| | |
|---|---|
| Qualitative Analysis | 4 — 3 |
| Quantitative Analysis | 4 — 3 |
| Organic Chemistry | 4 — 3 |
| Physical Chemistry | 4 — 3 |
| Industrial Chemistry | 4 — 3 |
| Physiological Chemistry | 4 — 3 |
| Food Chemistry | 4 — 3 |
| Colloidal Chemistry | 4 — 3 |
| Descriptive Astronomy | 2 — 1 |
| Physiography | 3 — 3 |
| Geology | 4 — 3 |
| Mechanics | 4 — 3 |
| Heat | 4 — 3 |
| Magnetism and Electricity | 4 — 3 |
| Hydrostatics | 4 — 3 |
| Optics | 4 — 3 |
| Modern Physics | 4 — 3 |
| Sound | 4 — 3 |
| Physics Laboratory | 4 — 3 |

E. PHYSICS:

*Required:* 18 s.h.

| | |
|---|---|
| Physical Science | 8 — 6 |
| Advanced Physics | 8 — 6 |

*Electives:* 12 s.h.

| | |
|---|---|
| Mechanics | 4 — 3 |
| Heat | 4 — 3 |
| Magnetism and Electricity | 4 — 3 |
| Hydrostatics | 4 — 3 |
| Optics | 4 — 3 |
| Modern Physics | 4 — 3 |
| Pneumatics | 4 — 3 |

D. CHEMISTRY:

*Required:* 18 s.h.

| | | | |
|---|---|---|---|
| Physical Science | 8 | — | 6 |
| Inorganic Chemistry | 8 | — | 6 |
| Qualitative Analysis | 4 | — | 3 |
| Quantative Analysis | 4 | — | 3 |

*Electives* 6 s.h.

| | | | |
|---|---|---|---|
| Organic Chemistry | 4 | — | 3 |
| Physical Chemistry | 4 | — | 3 |
| Physical Chemistry | 4 | — | 3 |
| Industrial Chemistry | 4 | — | 3 |
| Physiological Chemistry | 4 | — | 3 |
| Food Chemistry | 4 | — | 3 |
| Colloidal Chemistry | 4 | — | 3 |

## DESCRIPTION OF COURSES IN THE ELEMENTARY AND SECONDARY CURRICULA

### ART

ART I (Elementary Industrial Arts). Some drawing and much design and color are taught so that students will have something to apply. Among the projects are landscape compositions for design and color, color theory (scales in hue, value, and intensity), lettering, book making (construction of simple folders and pamphlets with application of lettering), weaving, modeling, pottery making, toy design and making, interior decoration, costume (national and peasant), stage sets. Mimeographed sheets with explanation of art elements (line, notan, color), and art principles (dominance, rhythm, balance) and examples and sheets of color, lettering pottery interiors, costume, etc. are furnished so that students may have in words what has been performed in class.

ART II (Drawing, Design, and Color). Color study (hue, value intensity, opposites, neighbors, warm, cool, distribution), borders with Coptic or Indian motifs for rhythm and study of primitive art decorative trees for line dominance, still life for perspective, lettering (quotations, placards, posters), blockprinting, tile in clay for point dominance, pose drawing with costumed model, illustration, study of masterpieces in painting, sculpture, pottery.

APPRECIATION OF ART. Lectures with slides, field trips, panel discussions, quizzes, and notebooks for studying architecture, sculpture, painting, home decorations, stage design, costume, weaving, and the minor arts (pottery, metal work, lettering, and graphic arts). When the student and the teacher feel that creative expression will aid in obtaining appreciation, experience is given in creative work, such as lettering, weaving, modeling, carving, etc. Tolerance for and understanding of trends in contemporary art and appreciation of the fine in any art are cultivated for wiser choices in consumption.

## EDUCATION

EDUCATIONAL MEASUREMENTS. This is an introductory course in methods of scientific measurements of children's general ability and school achievement. The selection of group tests, the interpretation and use of test results will be emphasized. The work will lead to familiarity with the best principles in constructing classroom tests and with simple statistical procedure.

CHILDREN'S LITERATURE AND STORY-TELLING. An opportunity is given for students to read widely from a representative collection of children's books. A more intensive study is made of certain basic types of children's literature to be used in the elementary grades. Practice is given in choosing and telling children's stories.

GENERAL PSYCHOLOGY. This is an elementary course in the science of human behavior with primary emphasis on the activities of the individual. It is a prerequisite to all other psychology courses.

EDUCATIONAL PSYCHOLOGY. This course involves a study of the educational aspects of psychology. It includes the psychology of learning, the nature and measurement of intelligence, the psychology of individual differences and applications thereof to the educative process, the psychology of school subjects, and the psychology of adjustment. An eclectic viewpoint is presented.

CHILD PSYCHOLOGY. A study of the mental development of the child native responses, habits, skills; factors influencing social attitudes and moral growth; language, imagination, reasoning; emotions, interests, and play activities. Observation of children.

ADOLESCENT PSYCHOLOGY. A study of the research and the conclusions to be drawn therefrom in the areas of personality, emotions, social adjustment, character development, problems of morality and religion, attitudes, interests, home adjustments, school adjustments, and mental hygiene. Introductory psychology is a prerequisite for all, and educational psychology is required for secondary education students.

CHILD ADJUSTMENT: (*Primary Curriculum*). This course includes a study of the positive aspects of assisting in the child's adjustment rather than the correction of major emotional maladjustments per se and of those psychological and psychiatric principles which are essential to an understanding of the modern attitude toward the normal child who presents behavior difficulties. It aims to give a background of problem behavior; to indicate the guiding principles for the orientation of the child into reaction patterns of positive mental health and the management and treatment of those reactions likely to lead the child into mental maladjustments; to arouse an appreciation and discernment on the part of the teacher of the need of adapting the process of education to the pupil and for

THE SYMPHONIC CHOIR

giving special attention to those personal behavior patterns not directly indicated by the regular school curriculum; and to gain a working knowledge of adult maladjustments, the "functional disorders," which emerge from faulty learning whose origins can usually be traced back to childhood.

DIAGNOSTIC AND REMEDIAL INSTRUCTION IN READING. The course is designed to enable the regular classroom teacher to diagnose the reading difficulties of his pupils and to carry out an effective remedial program. Methods of individual diagnosis are studied and demonstrated with school children. Case analyses are made and remedial procedures determined. Students observe cases of extreme disability in the educational clinic.

EVOLUTION OF THE AMERICAN PUBLIC SCHOOL. A study of the European influences on early American education. A development of the various types of schools and their modifications as influenced by educational movements at home and abroad and the leaders connected with these movements. Special attention will be given to the development of the Pennsylvania system and its present organizations.

KINDERGARTEN-PRIMARY THEORY. A survey of the development of the theories underlying kindergarten and primary education and its modern trends. Included are direct observations and discussions of the application of these theories in modern kindergarten and primary schools.

PHILOSOPHY OF EDUCATION. In this course an effort will be made to develop attitudes toward educational and social problems. Present-day educational theories and practices will be considered with a view to understanding the underlying principles and educational philosophy.

PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER. A study of the objectives of education, of the public school system and its function. An introduction to the nature of teaching and learning, to the materials and problems of education. Directed observation.

PRE-SCHOOL CHILD. A survey of what has been done and is being done on the theory that the first five years of a child's life are the most significant, the most plastic, and therefore the most creative educationally. The materials studied are twofold; first, those affording opportunity for bodily experimentation and control; second, those of a creative nature stimulating to expression and emotional control.

PROBLEMS OF THE JUNIOR-SENIOR HIGH SCHOOL. This is a basic course in Secondary Education. It includes problems in organization, administration, curricula, classroom management, extra-class activities, and other major areas in Secondary Education.

SCHOOL LAW. The purpose of this course is to familiarize the prospective teacher witht the legal phases of the Pennsylvania school system. The laws concerning health, attendance, contracts, certification, districts, directors, financial support, etc. will be considered.

SPECIAL EDUCATION: (*Primary Curriculum.*) Understanding the purpose of this course is to gain an understanding of the various types of psychological and sensory deviates both as concerns the genesis of their adjustment patterns and processes as also their treatment, management, and instruction. The principles underlying these latter aspects as concerns special education will be considered and case studies used as illustrative procedure. The importance of the individual approach will be stressed. Particular emphasis will be laid upon the child as a whole, his family, neighborhood, and school background. Prerequisites: General Psychology, Educational Psychology.

TEACHING OF READING. A survey of the modern methods of teaching reading with their underlying principles and techniques. Included also is an intensive study of the various basal reading books used in the field.

VISUAL EDUCATION. This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids will be stressed. One or two semester hours credit may be given.

## ENGLISH

ENGLISH I. This is a course in the writing of workmanlike prose with chief emphasis on accuracy and fluency.

ENGLISH II. This course is a continuation of English I with greater emphasis on the problems of form and organization.

THE ENGLISH LABORATORY. The laboratory is open to all students who wish individual help on problems of writing.

SPEECH. This is a course which correlatively develops units in voice, diction, interpretative reading, play production, parliamentary practice, and original speech. Members of the class try out for and select by vote those best suited to parts in one-act plays. These plays serve for demonstration coaching and are later presented in Leonard Literary Society. Original speeches are given before the microphone.

LITERATURE I. An introductory course intended to give experience with many literary forms, such as the novel, biography, essay, drama, and poetry. Emphasis is upon how to read, enjoy, and appreciate literature on an adult level.

LITERATURE II. This course is designed to teach students how to read within the field of American literature of different types. While the important writings in our national background are studied, much emphasis is placed on current literature as the reflection and interpretation of present-day life in America. Along with this students gain an extensive reading experience and also, it is hoped, a desire for continued acquaintance with American literature.

ENGLISH PHILOLOGY. The first half of this course is devoted to the history of the English language, its origins, and the influences which have brought about changes in its vocabulary and syntax. The latter part of the course is a review of grammar with the teaching problems involved. The current viewpoint of instrumental grammar with its implications is stressed.

ADVANCED COMPOSITION. Prerequisites for this course are English I and II, Literature I and II. It is believed that a year should elapse after freshman English to allow for growth in experience before the final course in writing. Advanced Composition has a threefold purpose: to assist the student to diagnose his individual difficulties in order to foster accuracy and ease in communication; to meet the professional needs of teachers in all fields, and to provide opportunity for free writing to all who are interested in this field. There is wide reading in the essay to develop a critical habit of mind and much practice in written expression.

All the courses mentioned above except Speech are required of all students who desire to secure certification in English. These six courses will certify the graduate to teach English, but at least six hours of additional work from the following list must be taken by those who major in English. The former requirement for a major in English was 36 semester hours, and every student who expects to teach English in high school is strongly urged to take this amount.

## ELECTIVES IN ENGLISH

SHORT STORY. This is a study of the short story as a modern form of expression. The techniques and subject-matter of contemporary writers are the bases of the course, with some attention to the history of the short story and its latest development, the short short story. This is purely a reading course.

PRE-SHAKESPEAREAN LITERATURE. This is a survey of English literature from Beowulf to Shakespeare with the works of Chaucer and Spenser the principal literary content of the course. Because of the nature of the literary subject-matter about half of the work is a study of the development of the English language as observed from the common vocabulary of its Anglo-Saxon beginnings to Spenser.

VICTORIAN PROSE AND POETRY. This course gives a brief overview of English literature of the Victorian period with something of the social and industrial background. An intensive study is made of the chief works of such authors as Tennyson, Browning, Carlyle, Ruskin, Huxley, Newman, with special attention to the implications of these writings for the present time. Several Victorian novels are read outside of class.

THE ROMANTIC PERIOD IN ENGLISH LITERATURE. The reading for the course covers the work of English writers from 1790 to 1835. A more detailed study is made of the work of Wordsworth, Shelley, and Keats.

RECENT TRENDS IN THE TEACHING OF LITERATURE. In this survey of contemporary methods the following topics are stressed: how to teach reading for appreciation, the correlation of literature with other subjects, the advantages of the extensive teaching of literature, literature as experienced, individual reading guidance. Basic materials used are the new Pennsylvania course of study, the Pennsylvania reading list for secondary schools, and current publications of the National Council of Teachers of English.

RECENT TRENDS IN THE TEACHING OF ENGLISH. (*Secondary*). This course is intended to give the student experience with the latest philosophy, methods, and materials for the teaching of English at the high school level. Current textbooks, tests, and courses of study are examined and evaluated. The place of English in relation to other school subjects and proper integration with them is considered. Recent research and the publications of the National Council of Teachers of English determine the guiding principles of the course.

TEACHING OF ENGLISH. (*Elementary*). This course follows the plan of Recent Trends in the Teaching of English but uses objectives, materials, and methods suitable to the elementary grades.

JOURNALISM. Instruction in journalistic writing and discussion of methods of teaching journalistic writing in secondary schools are the main features of this course. Methods to be used in teaching students news-story form, gathering the news, constructing leads and headlines, writing the body of the story, interviewing, the sport story, human-interest and feature stories, and editorial writing are stressed.

THE ESSAY. This course is an elective in the study of famous essays of the past and present. It also may afford an opportunity for students to enrich their experience by writing familiar essays.

CONTEMPORARY POETRY. This course is given to acquaint the students with the best work of such contemporary British and American poets as Hardy, Housman, Yeats, A. E., De La Mare, Masefield, Teasdale, T. S. Eliot, Jeffers, MacLeish. The subjects of how poetry should and should not be read and studied and its relation to what

is liked and disliked by children are discussed and fully demonstrated. Only such historical and technical matters are considered as contribute definitely to the appreciation of the poets read.

MODERN NOVEL. This course offers wide reading of the modern novel from a list furnished and critical discussion with emphasis on contemporary tendencies and trends.

SHAKESPEARE. The student is expected to do intensive reading of a few plays and general reading and discussion of many others, with a study of the Elizabethan period.

MODERN DRAMA. This course includes a wide reading of plays for a general knowledge of drama with typical plays of junior and senior high school levels considered for production. Story materials for dramatizing and methods of producing plays in classroom and community theatres are evaluated.

PHOTOPLAY APPRECIATION. This course treats of the motion picture as an art form. The best standards of screen, plot, direction, acting and photography, settings and sound, are discussed for the purpose of improving the taste and critical powers of the student. Since a unit in motion-picture appreciation is included in the state course for high schools, this course also prepares the teacher to handle similar work with high school students.

WORLD LITERATURE. This course requires extensive reading in foreign literature, European and Oriental, chiefly modern and contemporary, but with a background of such early classics as are important to an appreciation of the literature of other countries. There is a loose grouping by nationalities for a study of common problems, temperaments, and literary characteristics.

## GEOGRAPHY

### REQUIRED COURSES—ELEMENTARY AND SECONDARY CURRICULA

PRINCIPLES OF GEOGRAPHY. This is an introductory course in which is developed an understanding of geography as the science of interrelationships between man and the natural environment through a study of patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources.

ECONOMIC GEOGRAPHY. This course develops an understanding of world patterns of producing and consuming regions, world trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography.

## ELECTIVE COURSES—ELEMENTARY FIELD

GEOGRAPHY OF THE WESTERN HEMISPHERE. An introduction to regional geography. This course is a study and interpretation of the major geographic regions of the United States, Canada, and Latin America from the viewpoint of interrelationships between human activities and the conditions of natural environment.

GEOGRAPHY OF THE EASTERN HEMISPHERE. In this course a study and analysis is made of major geographic adjustments in political, economic, and geographic regions of the Eastern Hemisphere.

## REQUIRED COURSES FOR MAJORS IN GEOGRAPHY

GEOGRAPHY OF THE UNITED STATES AND CANADA. This course provides an intensive study of (1) the geographic regions of these two countries, (2) the political units, (3) the interrelationships between these sections and other parts of the world.

GEOGRAPHY OF LATIN AMERICA. This is a study of regional adjustments to natural environmental factors in Mexico, Middle and South America, with special emphasis on Pan-American relations and understandings.

GEOGRAPHY OF EUROPE. In this course an intensive analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of Europe in world affairs.

GEOGRAPHY OF THE PACIFIC REALM. An intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific in the light of their function in the evolution of national and economic problems.

## ELECTIVES IN GEOGRAPHY

CLIMATOLOGY AND METEOROLOGY. This course is a systematic study of climatic phenomena and of world climatic regions.

PHYSIOGRAPHY. This is an intensive study of the major physical features of the earth and their relation to human life.

CONSERVATION OF NATURAL RESOURCES. This is an intensive study of the extent, variety, and utilization of our natural resources, and of methods of conservation.

COMMERCIAL AND INDUSTRIAL GEOGRAPHY. This course, especially designed for teachers of geography in commercial departments of high schools, has for its major aim the development of geographic concepts of the bases of modern industry and commerce.

TRADE AND TRANSPORTATION. An intensive survey of the geographic bases for types, amounts, directions, and interrelations of the world's trade and transportation.

GEOGRAPHY OF PENNSYLVANIA. This course is a study of the major work activities from the standpoint of geographic planning, of the relation of Pennsylvania to the United States and the rest of the world, and of work and population patterns in relation to present and future resources.

TECHNIQUES AND MATERIALS IN MODERN GEOGRAPHY. This course is an intensive study of modern techniques, geographic materials, and current curricula in geography.

COURSE IN FIELD GEOGRAPHY. In this course an intensive field study of a small area near Indiana is made. It gives the foundation for subsequent independent investigations and for teaching field geography in high schools.

RECONNAISSANCE FIELD STUDIES IN GEOGRAPHY. These courses provide for actual field investigation of selected geographic regions. Opportunities are provided for travel study based on the use of accepted techniques for field investigation. In the summer session 1938 a tour is planned through the major geographic regions of the southeastern United States, and, during the summer session of 1939, through the major geographic regions of western Europe. For further information upon these courses write to the Registrar or Head of Geography Department, State Teachers College, Indiana, Pennsylvania.

## MATHEMATICS

CURRICULUM IN ARITHMETIC. This course deals with the content and psychology of arithmetic. Attention is given to recent researches, courses of study, textbooks, materials, tests, and a study of the social values of arithmetic.

TEACHING OF ARITHMETIC. This course deals with the content and modern methods of presenting arithmetic in the elementary grades. Attention is given to experimental work, courses of study, textbooks, materials, tests, social and business uses of arithmetic, observation of expert teaching, and principles to be applied in meeting the needs of individual pupils.

## REQUIRED COURSES FOR MATHEMATICS MAJORS

COLLEGE ALGEBRA I. This is a first course for students majoring in mathematics and a preparatory course for science students.

TRIGONOMETRY. This course treats of trigonometrical functions of acute angles, functions of any angle, the sum and difference of two angles, double angles and half angles, trigonometric identities, inverse functions, the use of logarithms, and solution of triangles.

ANALYTIC GEOMETRY. This course provides for the study of the properties of the straight line, the circle, the parabola, ,the ellipse, and the hyberbola, emphasizing the relation between algebra, geometry, and trigonometry.

DIFFERENTIAL CALCULUS. Basic ideas of the calculus are developed together with formulas which are applied to problems of slope, maxima and minima, and mechanics.

INTEGRAL CALCULUS. Basic ideas of integration are discussed and formulas developed and applied in problems relating to areas and volumes.

STATISTICS. This course includes the usual work in statistics with special emphasis on the mathematics underlying the theory.

ELECTIVE COURSES FOR MATHEMATICS MAJORS: History of Mathematics, College Algebra II, Descriptive Geometry, Applied Mathematics.

## MUSIC

APPRECIATION OF MUSIC. A course designed to meet the cultural needs of the average music lover, to provide a wider understanding of music as an art and as an integral part of modern life, and to offer opportunity to become intimately acquainted with a variety of great music. Special emphasis will be given to the human values of music and its correlation with art, literature, and geography.

MUSIC I. (*Primary and Intermediate groups*). A course in the fundamentals of music notation and music reading, correct use of the singing voice, and the gaining of a repertory of assembly and rote song material.

MUSIC II. (*For the Primary group*). A course in methods of teaching designed to train the kindergarten-primary teacher in the development and care of the child voice, to present techniques of teaching appropriate to the lower grades, and to enlarge the repertory of suitable music materials.

MUSIC II. (*For the Intermediate group*). A course in methods of teaching designed to train the intermediate teacher in the development and care of the child voice, to present techniques of teaching appropriate to the intermediate grades, and to enlarge the repertory of suitable music materials.

## SCIENCE

ASTRONOMY. A general course of astronomy without prerequisites. Some evening observations are required.

BIOLOGICAL SCIENCE I AND II. This is a two-semester survey

NORTH WALK

course. Special attention is given to certain phases of biology that are of particular value to the prospective teacher, such as genetics and heredity. Lantern slides, moving pictures, demonstrations, and some campus field work supplement the lectures and discussions.

GENERAL ZOOLOGY I AND II. The work of the first semester centers on the invertebrates; that of the second, on the vertebrates. Laboratory studies are made of invertebrates representing the various phyla. The vertebrate laboratory studies are based primarily on a detailed study of the frog as a generalized type of vertebrate.

GENERAL BOTANY I AND II. The lower plants are considered in the first semester of the course, the seed-bearing plants in the second semester.

BACTERIOLOGY. Primarily for home economics and biology students. A general course dealing with bacteria in the various relations to man.

FIELD BOTANY. Systematic study of the flowering plants of the region, stressing family characteristics and the use of manuals in the identification of species.

ECOLOGY. A study of the interrelation of plants and animals, including the physical as well as the biological environmental factors. Field trips to study several types of ecologic situations. Prerequisites: General Botany and General Zoology.

CONSERVATION OF PLANT AND ANIMAL RESOURCES. Attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, with a consideration of the various practices that may help preserve valuable species from extermination.

GENERAL ORNITHOLOGY. An introduction to bird study. Discussions based on the biology of birds, and laboratory work with study of skins and field observations. Acquaints one with the common birds of western Pennsylvania. Early morning field trips in late spring. Field glasses desirable.

GENERAL ENTOMOLOGY. An introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania.

COMPARATIVE ANATOMY AND PHYSIOLOGY OF THE VERTEBRATES I AND II. Discussions of organ systems in all groups, man included. Functional anatomy of a primitive vertebrate and of a highly developed vertebrate are stressed in the laboratory studies which are based on the dogfish shark the first semester and on the rabbit or cat the second. Prerequisite: General Zoology I and II.

CURRICULUM IN ELEMENTARY SCIENCE. This course in the new curriculum replaces the old nature study course. It stresses the elementary science, particularly from the biological aspects, that the elementary teacher will have need for in her teaching.

ADVANCED NATURE STUDY. An elective course for elementary or secondary teachers who feel the need of additional work in this field. It stresses the natural history of the region and gives opportunity for field and laboratory identifications and methods of collecting solutions, oxidations, and reduction. Chemistry II includes atomic of anions. Preliminary experiments with and identification of unknowns containing anions. Prerequisite: Inorganic I and II.

INORGANIC CHEMISTRY I AND II. Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidations and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions.

INORGANIC CHEMISTRY I-H AND II-H. For home-economics students. The same topics are covered as in Chemistry I and II, with the emphasis placed on household applications. Laboratory work.

QUALITATIVE ANALYSIS. Theory of reactions, questions and problems. Systematic scheme of separation and identification of cations and of anions. Preliminary experiments with and identification of "unidentification of "unknowns" containing anions. Prerequisite: Inorganic I and II.

QUANTITATIVE ANALYSIS I (*Gravimetric*). Principles and reactions of gravimetric analysis. Laboratory procedures to illustrate applications of the theory and to give practice in the various kinds of technique. Questions and Problems. Prerequisites: Qualitative Analysis.

QUANTITATIVE ANALYSIS II (*Volumetric*). Principles of quantitative analysis applied to volumetric methods. Questions and problems. Prerequisites: Qualitative Analysis.

INORGANIC PREPARATIONS. Discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisite: Inorganic Chemistry I and II.

PHYSICAL CHEMISTRY. Phase rule; properties of solutions, liquids, solids, and gases; surface tension; vapor pressures; osmotic pressure; chemical cells; buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

ORGANIC CHEMISTRY. An introductory study of aliphatic and aromatic compounds. Laboratory work. Prerequisite: Inorganic Chemistry I and II.

ORGANIC CHEMISTRY II. For home-economics students. An introductory of aliphatic and aromatic compounds with emphasis placed on household and physiological applications. Laboratory work.

BIOLOGICAL CHEMISTRY. Chemistry of proteins, fats, and carbohydrates. Biological function of vitamins, minerals, and endocrine glands. Study of digestion, absorption, metabolism. Prerequisite: Organic Chemistry I and II.

TECHNIQUES OF CHEMICAL LABORATORY MANAGEMENT. Laboratory planning, equipment, care, storage, buying. Making of solutions from stock supplies. Setting up of apparatus for class demonstration purposes. Prerequisite: At least 15 semester hours of Chemistry.

HISTORICAL GEOLOGY. This is an elementary course in the geologic history of the earth as recorded in rocks and fossils. Laboratory work on the identification of fossils, rocks, and minerals included. Much time is spent in field work in Indiana county and adjoining areas of the state. The course is a department elective for majors and minors in Physical Science and may be used as a free elective by any student without science prerequisites.

PHYSICAL SCIENCE I AND II. A general introductory course on the college level, drawing its material from the fields of astronomy, physics, chemistry, and geology. This material is organized into a number of study units which cut across these fields. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contribution of physical science to modern living.

PHYSICS I AND II. These two courses constitute the basic first year's work in general college physics. First semester: mechanics and heat; second semester: electricity, sound, and light. A good working knowledge of algebra is assumed.

PHYSICS IH. (*Household Physics*). A one-semester course in general physics especially designed to meet the needs of students in home economics.

PHYSICS III (*Modern Physics*). Major developments in physics since 1895: X-rays, radioactivity, electronics, modern conception of matter and energy. Prerequisite: Physics I and II.

PHYSICS IV. (*Mechanics*). Introduction to more advanced topics in general mechanics. Of special value to students majoring in mathematics. Prerequisite: Physics I and II, and Calculus co-requisite.

PHYSICS V. (*Electricity and Magnetism*). Alternating-current theory and practice is stressed. Prerequisite: Physics I and II, and Calculus co-requisite.

PHYSICS VI. (*Optics*). Selected topics of a more advanced nature than is possible in Physics II. Prerequisite: Physics I and II, and Calculus co-requisite.

PHYSICS VII. (*Physical Laboratory*). Installation, adjustment, use, and care of physics laboratory apparatus and equipment for large and small high schools. Techniques in planning and developing elementary research projects suitable for secondary-school demonstrations. Prerequisite: Physics I and II.

PHYSICS VIII. (*Radio and Television*). Receiver, transmitter and power supply theory and design; tube characteristics; mechanical and electronic television. This course is less advanced than Physics V. Prerequisite: Physics I and II.

## SOCIAL STUDIES

HISTORY OF CIVILIZATION. A survey of the development of institutions and culture in the Western world is presented. The creation and transmission of the cultural heritage is discussed with special emphasis upon the contribution to contemporary life of the so-called pre-historic period, the ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and modern times.

CIVIC EDUCATION. The purpose of this course is to give the prospective teacher a comprehensive understanding of present-day civic problems, a formulated philosophy of civic education, and a knowledge of materials of instruction and methods of procedure.

PRINCIPLES OF ECONOMICS. A preliminary analysis of the major prinpicles, problems, and policies of the economic relations of modern society. Specific attention is given to the nature and method of economics as a social science, and the processes of production and consumption.

PRINCIPLES OF SOCIOLOGY. This course deals with men in their associated processes. It traces the origin of human institutions, such as marriage and family life, property, and primitive forms of government and social control, as well as the evolution of religious and moral ideas.

AMERICAN GOVERNMENT. The course includes a study of the fundamental features of government in the United States. Its purpose is to present the basic principles of American national government and also the machinery through which it works.

UNITED STATES HISTORY BEFORE 1865. (*Primary and Intermediate*). This attempts a rapid survey of this field of American History for the teacher of the grades. Emphasis is placed on understanding rather than detailing of information. A critical attitude is fostered.

UNITED STATES HISTORY SINCE 1865. (*Primary and Intermediate*). An assumption of this course is the understanding of subject matter. From here the procedure of presentation of the subject-matter follows. Materials, sources, procedure, and other suggestions for the grade teacher are mentioned and experimented with.

## REQUIRED OF SOCIAL STUDIES MAJORS

In addition to the core courses, HISTORY OF CIVILIZATION, AMERICAN GOVERNMENT, and either PRINCIPLES OF ECONOMICS or PRINCIPLES OF SOCIOLOGY, the following courses must be taken by every student desiring certification in Social Studies:

UNITED STATES HISTORY BEFORE 1865. (*Secondary*). This course covers the period from the Revolutionary War to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings.

SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES (*Secondary*). A study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background.

MODERN EUROPEAN HISTORY. A study of the industrial growth, nationalism, democracy, imperialism, and internationalism in the 19th and 20th centuries. Basic trends in pre-war and post-war Europe underlying contemporary civilization are presented with special attention to the Eastern question. Pre-war diplomacy, the Great War and the peace settlements.

Students in the Secondary Curriculum majoring in Social Studies must take from the electives listed below at least six semester hours. The courses described will be offered during the coming summer and next year.

## ELECTIVES FOR SOCIAL STUDIES MAJORS

COMPARITIVE GOVERNMENT. A study of the structure, organization, and process of government in the chief European countries. It will emphasize those of England, France, Germany, Italy, and Russia.

ECONOMICS II. An advanced course with elementary economics as a prerequisite. A course in applied economics dealing with the background and characteristics of such current economic problems as tariff and international trade, agriculture, railway and industrial consolidation, money and credit, the problems of the consumer, etc. Major emphasis will be placed on the relationship of these problems to the present economic and industrial situation.

EARLY EUROPEAN HISTORY. A study of the political and cultural development of Europe during the early modern period 1500-1815. It treats of the emergence of national states, the expansion of European civilization and of the political, social, economic and intellectual developments of the 18th century.

EUROPEAN HISTORY SINCE WORLD WAR. This course is conducted as a seminar, placing the responsibility directly on the student. Current sources of information must be consulted constantly and fitted into the past history of the countries as revealed in the text.

THE FRONTIER IN AMERICAN HISTORY. A study of the western frontier in American History; the growth of frontier communities, their significant characteristics, and their influence upon the economic, social, and political development of the United States.

HISTORY OF ENGLAND. A survey of the political, economic, and social institutions of the English people since 1603. The British background of American history will be emphasized.

LATIN-AMERICAN HISTORY. This course presents a survey of Latin-American history. The importance of Latin-American political, economic, and cultural development warrants the inclusion of this course in the curricula of teacher-training institutions. The future promises to bring Latin-American countries into closer relations with the United States. The problem of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

## DEPARTMENT OF ART

At Indiana the four-year course with the degree, Bachelor of Science in Public School Art, prepares students to be supervisors as well as special teachers of art in senior high, junior high, and elementary schools.

INSTRUCTION. Aside from the art courses, English, science, history, government, education courses, and electives are required so that graduates from this department have broad enough background to be intelligent teachers of their special subject.

METHOD. An art-structure (design) method rather than a drawing method of teaching art is used. By this building-up method or synthesis, students use the art elements (line, notan, and color) to build their compositions with the art principles (dominance, rhythm, balance) as guides. Whether drawing still life, painting landscape, constructing interiors, throwing bowls, modeling figures, designing costumes, weaving textiles, or making jewelry the important thing is design, and skill and the processes are secondary. Where thoughtful activity and feeling end, the procedure ceases to be art training. Children or adults have little use for mere drawing but unlimited

use for design. With other subjects of the curriculum design can hold its own for its intrinsic value in developing fine feeling, judgment, thinking power, and creative expression.

TEACHING AND PLACEMENT. During the senior year each student is required to teach in the training department where practical experience is gained from up-to-date methods of teaching art. The director of the department in co-operation with the training school assists graduates in securing positions.

THE ART CLUB. At Indiana there is an art club that numbers all art students and faculty in its membership. This club has become known for its good fun and for the class of entertainment given not only at its monthly meetings, but for the college at large. Its programs have been widely varied: picnics, carnivals, impersonations, productions of original one-act plays, masquerades, costume balls, studio parties, travel talks, lectures on dress and on psychology of color, readings of poetry and humor, trips in the college bus to "The International" and to the Associated Artists' Exhibition. Annually the club gives a bronze medal (The Jean R. McElhaney award for Excellence in Fine Arts) to the junior or the senior who has three outstand-in achievements in three different fields of art. The presentation of the medal occurs at the banquet in May.

EXHIBITIONS. In the exhibition and conference room there is constantly a showing of some of the best work of the department in drawing, painting, modeling, plaster sculpture, interior design, and work in pewter, brass, copper, and silver; or exhibitions from outside the department. Of the latter there have been exhibitions of modern American sculpture, watercolors, photography; the best prints of the year; European posters;art work of Viennese children; twenty oils by contemporary American artists; the College-Art-Association exhibition of student work; W. P. A. oils, watercolors, and prints; a doll show in historic, national, and character costumes; figure studies, paintings, and lithographs by members of art staff.

HOUSING AND EQUIPMENT. The entire second floor of the Arts Building is given over to the art classes. On this floor are six studios, an exhibition and conference room, a rest room, the locker-room, the director's office, and five other offices. On the ground floor facing east campus are the pottery and kiln rooms. The finest equipment best suited to its purpose has been installed.

STANDING. With these facilities and an efficient staff of seven members Indiana stands in the foremost rank in art education. Great effort is made to train art teachers and supervisors so that they may catch the vision of the possibilities in art teaching in the present age. Because of a high degree of cultivation such art teachers aim so to teach that finer choices in selection of houses, furniture, and clothing, and better arrangements in homes, offices, stores, gardens, and cloth-

ing will be made by the children while they *are* children and when they grow to be adults. Both children and adults who have received such teaching will also know better how to spend the increasing number of leisure hours.

## TEACHER EDUCATION CURRICULUM IN ART EDUCATION

### First Semester

| | Clock Hours | Semester Hours |
|---|---|---|
| Speech | 3 | 3 |
| Drawing and Lettering | 10 | 5 |
| English I (including Library Science) | 4 | 3 |
| Health Education (including Physical Education and Personal Hygiene | 4 | 2 |
| Modeling | 4 | 2 |
| Place and Purpose of Education in the Social Order including School Visitation, etc. | 3 | 2 |
| | 28 | 17 |

### Second Semester

| | | |
|---|---|---|
| Design | 6 | 3 |
| English II | 3 | 3 |
| Media and (Painting) Techniques | 6 | 3 |
| History of Civilization | 4 | 4 |
| Elementary Industrial Art | 6 | 3 |
| | 25 | 16 |

### Third Semester

| | | |
|---|---|---|
| General Psychology | 3 | 3 |
| Physical Science | 4 | 3 |
| Literature I | 3 | 3 |
| Color | 4 | 2 |
| Mechanical Drawing | 6 | 3 |
| Health Education including Physical Education and Personal Hygiene | 4 | 2 |
| | 24 | 16 |

ELECTION DAY. JUNIOR CHAMBER OF COMMERCE

### FOURTH SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Educational Psychology | 3 | 3 |
| Pottery | 4 | 2 |
| History and Appreciation of Art | 5 | 5 |
| Literature II | 3 | 3 |
| Biological Science | 4 | 3 |
| Interior Design | 4 | 2 |
| | 23 | 18 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| Drawing and Composition | 6 | 3 |
| Educational Measurements | 2 | 2 |
| Pictorial Expression and Illustration | 6 | 3 |
| Crafts in Elementary Schools | 4 | 2 |
| Academic Elective | 3 | 3 |
| | 27 | 16 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| Blackboard Drawing | 2 | 1 |
| Theatre Arts | 6 | 3 |
| Advanced Drawing and Painting | 6 | 3 |
| Costume Design | 4 | 2 |
| Advanced Crafts (Metal) | 6 | 3 |
| School Law | 1 | 1 |
| Appreciation of Music | 3 | 2 |
| | 28 | 15 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| Philosophy of Education | 2 | 2 |
| Art in the Public Schools | 4 | 3 |
| Student Teaching and Conferences | 7 | 6 |
| Advanced Design | 6 | 3 |
| Advanced Oil or Water Color Painting | 4 | 2 |
| | 23 | 16 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Student Teaching and Conferences | 8 | 6 |
| Principles of Economics or Sociology | 2 | 2 |
| Art Elective | 2 | 2 |
| Academic Elective | 3 | 3 |
| Visual Education | 4 or 2 | 2 or 1 |
| | 17 | 14 |

## ART COURSES REQUIRED FOR DEGREE OF BACHELOR OF SCIENCE IN PUBLIC SCHOOL ART

DESIGN I. Simple projects for space-filling and dark and light with geometric forms and historic animal motifs, used so that attention focuses entirely on space relations and proportion. Color scales and applications; projects in lettering (large illuminated letters in any medium, small illuminated letters with pen-lettered quotation); posters; charcoal-watercolor sea-gardens; composition for expression of power; free-brush surface patern; cloth wall-hanging in wax crayon.

ADVANCED DESIGN. Line, notan, and color can now be used without connscious attention to art principles which have previously been ingrained. Projects are selective according to the group of students and requirements of the time. Suggested projects: large monogram in any medium; blockprinted handbills, festival cards; bookplates; posters; hand-lettered and bound book with illustration, title page, end-papers, cover design, and jacket; textile design; rug design; design of simple piece of furniture; figure or abstract composition carved in plaster or wood.

DRAWING I. Outdoor sketching, drawing in pencil, charcoal, and ink still-life objects, with study of perspective. Proportion is stressed for good composition.

DRAWING II. Outdoor sketching, perspective, figure and object drawing in pencil, pen and ink, lithograph, colored chalk, and pastel. New skills and techniques are introduced, and color is used for volume and solidity. Daily and weekly criticisms emphasize composition whether of objects, landscape, or figures.

BLACKBOARD DRAWING. Quick, easy drawing that expresses salient lines of the human figure, animals, and objects with suppression of the unessentials. Study of Japanese brushwork for expressive line and a "shorthand" method. Readiness in expression that will integrate with geography, history, natural science, literature, and travel.

MEDIA AND (PAINTING) TECHNIQUES. Practice in watercolor and oil of painting techniques based on the French impressionist schools, including landscape exercises for all seasons, still-life studies, and figure compositions. Media not used in painting will be used in other courses.

DRAWING AND PAINTING. Experience in painting portraits, flowers, still-life, landscape, and figure compositions. Stress is put on elimination of detail, directness and freshness of applying paint, showing bulk, and ability to use good design.

ADVANCED PAINTING. Problems in still-life, landscape, figure, portrait, and mural painting, from the modern viewpoint of self-expression and significant form. The artist teacher will have oppor-

tunity to create by stressing volume, plastic (structural) color, and using abstract form as master artists have done,—post-impressionism, expressionism.

Modeling. Modeling in low and bas-relief and in the round of animals, figures, and heads; making of one-piece, chip-and-piece, and gelatine moulds; casting of objects in plaster. Study of modeling and sculpture for expressive form, in order to equip with the sculptural idiom of creative expression.

Pottery. A survey of pottery-making and methods of fashioning clay into interesting articles, such as bowls, vases, and tiles. The course includes coil building, casting, glazing, and firing, with emphasis on appreciation of fine pottery.

Color. Many exercises to give experience in using color with its properties (hue, value, intensity). Applications are made to the designer's and the painter's projects.

Pictorial Expression and Illustration. Creative work illustrating personal experiences, world events, stories, and poems of famous authors, with emphasis on the principles of design and the use of color in different media.

Costume Design. Historic costume studied as a basis for creative problems of present-day costume for both men and women. Consideration is given to the principles of design and the use of color in relation to individual, commercial, and stage projects.

Interior Design. A study of the history of architecture. interiors, and furniture; creative application of these findings according to the principles of design and use of color for present-day interior and exterior house plans.

Mechanical Drawing. A beginning course in orthographic (working) drawings and isometric projections, perspective, revolutions, and developments.

Elementary Industrial Art. Elementary construction in wood and other materials, bookbinding and related industry, weaving, leather tooling.

Crafts in Elementary School. All textile patterns are first designed; then the processes of stenciling, tie-dyeing, spray dyeing, blockprinting, batik, and weaving are taught. Simple projects are planned for children.

Crafts (Metal). Work planned to give experience in such simple processes as etching, saw piercing, riveting, soldering, bending, and raising. Problems in copper, brass, pewter, silver, and combinations of metal,—simple pieces of jewelry, such as bracelets, rings, and brooches. All objects are first designed.

COMMERCIAL ART AND REPRODUCTION. An advanced design course giving experience with projects connected with publishing: lettering (pen and brush), printing (kinds of type), advertising, posters, page arrangements, year-book problems, printmaking (linoleum-block, zinc-plate, etching, lithograph, engraving chalk-plate). Designing of cartons, cans, hat boxes, cracker boxes, packages, wrapping paper.

THEATRE ARTS. Experience in designing stage costume and sets. Study of puppetry, pageants, festivals, and plays with related design problems.

HISTORY AND APPRECIATION OF ART. Illustrated lectures, readings, notebook compilations covering the development and relation of all periods of fine arts in general, with special emphasis on architecture, sculpture, and painting.

PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER. Philosophy, psychology, trends, foundations, schools, educators, museums, fairs, and exhibitions are considered with their direct influence on education. Indirect influences on art education of architects, sculptors, painters, critics, theatre, cinema, radio, advertising, and magazines are studied.

Knowledge of the facts of history is used for understanding of and adjustment to present-day society. Cultivation of attitudes for peace and world brotherhood; and substitution of co-operation for competition, the common good for individual greed, and human values for property values in an industrial age are built up as ideals.

ART IN PUBLIC SCHOOLS (*Curriculum Materials*). Review of recent psychology and trends and movements in education. Limited research in special fields of art. Comparison of contemporary teaching methods. Evaluation of many courses of study. Writing art courses for primary, intermediate, junior high, and senior high schools.

STUDENT TEACHING AND CONFERENCES. Student teaching and conferences provide for the prospective teacher directed participation in those classroom activities through which children develop creative power and ability to make fine choices, and acquire knowledge and appreciation of art.

## DEPARTMENT OF BUSINESS EDUCATION

OPPORTUNITIES. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to sup-

ervise or teach business subjects in any of the high schools of the commonwealth and are certificated accordingly. An ecellent opportunity is available here for men and women of high caliber who possess the ability, personality, and ambition requisite for success in this type of work.

ENTRANCE REQUIREMENTS. Entrance requirements are the same as for other departments of the college. Graduates from the Department of Business Education may find their places eventually in positions of much responsibility in the larger high schools. This suggests that only those who possess the ability, ambition, personality, and aptitudes requisite for success in such professional work, and who have proved themselves both personally and scholastically in high school, should apply for entrance to the Department of Business Education. A high standard of both scholastic and personal qualities is absolutely necessary for service in this type of work.

Graduates from any of the high school curricula are eligible and rank alike upon entering. The finest type of student from the academic courses of the high school is especially desirable. About two-thirds of the best students in this department have not had any business work before coming to Indiana.

Every requirement is met as laid down by the State Department of Public Instruction for teaching in the high schools of the commonwealth. A fully accredited degree recognized by the graduate schools of leading universities is granted. Since this is a teacher-training institution, our graduates are especially well prepared to teach, as well as being culturally educated, and are not the mere by-product of some general college course in business.

ADVANCED STANDING. Any student who contemplates making application for entrance to this department and who has had the equivalent elsewhere in a recognized school of college grade of any of the work outlined in our curriculum, may make application for advanced standing.

Full credit, however, is not granted for all work done in colleges that are not specifically teacher-education institutions, as the work in such schools is not equivalent to that offered here. High standards for teacher preparation must be maintained. Students who wish to transfer from other institutions should make applications for advanced standing in this department as soon as convenient to the Director of the Department of Business Education of this college.

EQUIPMENT. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in

modern business. Their uses are taught and mastered in this department. Those who elect these courses become very proficient in the manipulation of such machines before graduation.

BUSINESS PRACTICE DEPARTMENT. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work. Much practical business experience may be obtained in this department.

PTACTICAL EXPERIENCE REQUIREMENTS. These requirements are a vital and necessary part of the prospective teacher's preparation and are an integral part of, and in addition to, the courses outlined in the curriculum. Credit, under this requirement, is given for actual business experience previously gained and also for that acquired in the business practice department. The requirements are as follows: lows:

The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience should be preferably in the field or fields in which the student is contemplating certification.

STUDENT TEACHING. Each student in training in the Department of Business Education receives more than the state requirements in hours of actual practical teaching and observation. This is not a makeshift plan merely for the purpose of getting credit. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester (eighteen weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extracurricular activities, and any other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

THE TEACHER PLACEMENT BUREAU. A very efficient teacher-placement bureau is conducted in connection with the Department of Business Education for the purpose of assisting outstanding teachers in obtaining suitable teaching positions. The interests are promoted not only of our own graduates but also of outstanding commercial teachers everywhere. The department assists in the placement of the members of the graduating class and also in the promotion of those

who have been teaching for a year or more and who are worthy of and desire advancement. No charge whatever is made for the services rendered by this placement bureau. Either winter or summer school students may enroll in the placement bureau.

DEPARTMENT CO-OPERATION. It is desired that the Department of Business Education at Indiana shall serve as a clearing house of commercial education ideas for all the teachers and school administrators of the country, no matter where those interested may have received their training. This is a state school, not a private institution. Its interests are in the commercial education of the entire country and are not limited to this one college. Its reputation and influence have long since outgrown any narrow or provincial selfish interests in business education.

THE CHAMBER OF COMMERCE. There is organized in connection with the Department of Business Education a Chamber of Commerce. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations. The officers of the Chamber of Commerce are elected from the members of the student body of the Department of Business Education. The work is supervised by a faculty member of the department.

GAMMA RHO TAU. This is a national honorary and professional business education fraternity for men in commercial and business education. The purpose of the fraternity is to promote high-grade scholarship and character, to encourage a research spirit among its members, to advance the professional attitude of the teacher in the classroom, and to forward the democratic ideal in education. The qualifications for membership shall be good moral character, high scholarship, and promise of marked ability as a teacher of business subjects in secondary schools.

PI OMEGA PI. This is a national and professional business education fraternity for men and women in business and commercial training. The purposes of the fraternity are to encourage high scholarship and high ethical standards in business and professional life and to emphasize service as the basis of all worthy enterprise. Junior and senior students in the Department of Business Education who have attained certain required standards in scholarship, character, and professional attitudes are eligible, upon invitation, to join the fraternity.

SUMMER SCHOOL. A complete summer school of business education theory and methods is conducted for the benefit of those who have been teaching and who wish to continue work for the degree or acquire additional training in either theory or methods in any of the business subjects. It is possible, under certain circumstances, for those who,

for economic or other justifiable reasons, drop out before graduation, to complete the work through summer sessions. Those interested in the summer school should write for the Summer School Bulletin.

EXPENSES. The entire school expense for a school year of thirty-six weeks will amount to about $375 for boarding students. This will cover board, room, laundry, books, and department fees. Elsewhere in this catalogue a detailed list of expenses will be found.

EXPLANATION OF THE CURRICULUM. This is a teachers college. No short courses of any kind are offered in this department for the training of secretaries, bookkeepers, or any other vocational workers. We offer only the full four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded.

All courses that are indicated by the asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. THE COMPLETE PROGRAM leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail selling work may, if they wish, pursue this complete program.

2. THE STENOGRAPHIC FIELD includes all of the required courses of the curriculum and all elective courses indicated by the letter "S". Any other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for these elective courses from other departments, if the specific requirements for certification in these courses are met. Those who pursue this program will be certified to teach all of the business courses in the high school except bookkeeping and retail selling.

3. THE BOOKKEEPING FIELD includes all of the required courses of the curriculum and all elective courses indicated by the letter "B". Other elective courses indicated by the asterisk (*) may be omitted, and in their places may be elected courses from any other department of the college. Certification may be obtained for these courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and retail selling.

THE FOUNTAIN

4. THE RETAIL SELLING FIELD includes all of the required courses of the curriculum and all elective courses indicated by the letter "R". Other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for elective courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and bookkeeping.

5. THE COMBINATION PROGRAM combines either the STENOGRAPHIC and BOOKKEEPING, the STENOGRAPHIC and RETAIL SELLING, or the BOOKKEEPING and RETAIL SELLING FIELDS. With any combination program, the certification appropriate to both of the two groups combined will be awarded. Certain electives in other departments of the college also may be carried with this program, in place of the courses listed in the field that is omitted. The usual certification requirements apply also to these electives.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with either of the fields or a combination of the fields.

ELECTIVE FIELDS. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended, from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by the approval of the Dean of Instruction of the college and the Director of the Department of Business Education.

OUR STANDARDS. Only those who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than one field.

Those whose standings fall below "C" may not graduate or become certificated.

To elect the COMPLETE PROGRAM in the third semester a student must have maintained at least a "C" average during the first two semesters, and must have a grade of "C" or better in the following courses: English I and II, Business Mathematics I and II, Typewriting I and II, Bookkeeping and Accounting I, and Shorthand I.

To elect the STENOGRAPHIC FIELD in the third semester, a student must have a grade of "C" or better in English II, Typewriting II, and Shorthand I.

To elect the BOOKKEEPING AND ACCOUNTING FIELD in the third semester, a student must have a grade of "C"" or better in the following courses: Business Mathematics II, Bookkeeping and Accounting I.

To elect the RETAIL SELLING FIELD in the third semester, a student must have a grade of "C" or better in the following courses: Speech, English II, and Economic Geography I.

Those whose standings fall below "C" may not graduate or become certificated. It should also be understood that those who fall below "B" standings are considered unsatisfactory to become recommended for teaching. Since high school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

Only a small proportion of high school graduates can meet these very strict requirements. Even after this very frank explanation and announcement, every year, from the upper half of the high school group, a large number of students who fail to measure up to the standards are enrolled. In the past, only about one-third of the students of the selected entering class have met the requirements and have been able to complete the work to graduation. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high type of teacher.

If any are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the college. They will be notified as to the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

APPLICATION FOR ENROLLMENT. Enough has been given in these few pages to furnish a glimpse into the Department of Business Education. A definite, limited number of the best qualified high school graduates are accepted each year. Those who can qualify and who desire to make application for entering the Department of Business Education should get their applications in early, in order to insure a reservation.

## TEACHER EDUCATION CURRICULUM IN BUSINESS EDUCATION

### FIRST SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Place and Purpose of Education in the Social Order including School Visitation | 3 | 2 |
| Health Education I including Physical Education and Personal Hygiene | 4 | 2 |
| Speech | 3 | 3 |
| English I including Library Science | 4 | 3 |
| Business Mathematics I | 3 | 3 |
| Business Writing | 3 | 1 |
| Typewriting I | 3 | 1 |
| | 23 | 15 |

### SECOND SEMESTER

| | | |
|---|---|---|
| English II. | 3 | 3 |
| Health Education II including Physical Education and Personal Hygiene | 4 | 2 |
| Economic Geography I | 3 | 3 |
| Business Mathematics II | 3 | 3 |
| Bookkeeping and Accounting I | 5 | 3 |
| Typewriting II | 3 | 1 |
| (S) *Shorthand I | 5 | 3 |
| | 26 | 18 |

### THIRD SEMESTER

| | | |
|---|---|---|
| Literature I | 3 | 3 |
| Economic Geography II | 3 | 3 |
| Business Organization and Finance | 3 | 3 |
| (B) *Bookkeeping and Accounting II | 5 | 3 |
| (S) *Shorthand II | 5 | 3 |
| (S) *Typewriting III | 5 | 2 |
| | 24 | 17 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| Biological Science | 4 | 3 |
| Business Correspondence | 3 | 3 |
| Business Law I | 3 | 3 |
| (B) *Bookkeeping and Accounting III | 3 | 3 |
| (S) *Shorthand Applications | 5 | 3 |
| (S) *Typewriting Applications | 5 | 2 |
| | 23 | 17 |

### FIFTH SEMESTER

| | | Clock Hours | Semester Hours |
|---|---|---|---|
| | General Psychology | 3 | 3 |
| | School Law and Administration | 2 | 2 |
| | Business Law II | 3 | 3 |
| | Salesmanship and Retail Selling I | 3 | 3 |
| (B) | *Bookkeeping and Accounting IV | 3 | 3 |
| (S) | *Stenographic Office Practice | 5 | 3 |
| | | 19 | 17 |

### SIXTH SEMESTER

| | | | |
|---|---|---|---|
| | Psychology of Method in Business Courses | 3 | 3 |
| | Tests and Measurements in Business Courses | 3 | 3 |
| | Secondary School Business Education, Organization, and Content | 2 | 2 |
| | Economics I | 3 | 3 |
| | Visual Education | 4 or 2 | 2 or 1 |
| | Clerical Practice and Machines | 5 | 3 |
| (R) | *Retail Selling II | 3 | 3 |
| | | 21 | 18 |

### SEVENTH SEMESTER

| | | | |
|---|---|---|---|
| | Philosophy of Education | 2 | 2 |
| | American Government | 3 | 3 |
| | Economics II | 3 | 3 |
| | History of Civilization | 4 | 4 |
| (R) | *Retail Selling III | 12 | 6 |
| (B) | *Business Mathematics with Statistics | 2 | 2 |
| (B) | *Accounting and Auditing | 3 | 3 |
| | | 29 | 23 |

### EIGHTH SEMESTER

| | | | |
|---|---|---|---|
| | Student Teaching, Observation, and Conference | 15 | 12 |
| | Curriculum Materials, Selection and Adaptation | 4 | 3 |
| | | 19 | 15 |

# DEPARTMENT OF HOME ECONOMICS

THE HOME ECONOMICS CURRICULUM offers educational preparation for teachers of vocational and general home economics in elementary and secondary schools of Pennsylvania. Graduates of this curriculum receive the degree of Bachelor of Science in Home Economics, which is recognized for entrance to graduate courses by all leading colleges and universities. Our graduates receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. The students in this curriculum minor in English and upon graduation they are certificated to teach English. They are also required to take twenty-one semester hours of science and are certificated to teach general science.

ENTRANCE REQUIREMENTS. The requirements for admission to the Home Economics Department are the same as already specified, except that students must have one high school unit of chemistry. The students should have at least two other units of science, preferably physics and biology. No student should apply who does not meet the chemistry requirement. Students who have had one esmester's work or more in other colleges should have a B average before applying for admission to this department.

HOME ECONOMICS EQUIPMENT. The Home Economics Department is located on the top floor of the Arts Building. Here are spacious laboratories, classrooms, dining room, unit kitchen, laundry, store rooms, conference room, rest rooms, and offices. The department has been carefully planned to have all the conveniences of modern architecture. The equipment is modern and adequate in every way. Superintendents who are planning home economics departments in new high schools are invited to inspect the equipment and the plan of our laboratories in this department.

HOME MANAGEMENT HOUSE. The Home Management House is located on the campus. It is a large airy house, attractively and appropriately furnished. It has the atmosphere of a comfortable and hospitable home. The junior students live in this house and take Home Management III under the direction of a supervisor who lives with them. The management of this home is based on family needs, expenditures, and relationships.

A baby aged about three months is placed in the Home Management House each September for related work in child care. All Home Management House students who live there one semester have experience in caring for this child.

NURSERY SCHOOL. In connection with the Child Development Course the Home Economics Department has a nursery school which meets one afternoon per week for a period of twelve weeks each semester. Children aged two to four years inclusive are enrolled in the nursery school. The nursery school is the laboratory for the child development course, which is given parallel to Home Management III. It is under the supervision of the instructor in child development.

HOME ECONOMICS CLUB. The Home Economics Club is affiliated with the State and National Home Economics Association. This affiliation is a means of keeping informed on club activities of national importance. All home economics students who make application for membership in the club are admitted and enjoy all the rights and privileges upon the payment of their dues. The club aims to develop a social interest among the students in the department. It is a means whereby the new student finds friends and help in adjusting herself to college life and in getting acquainted with other activities outside of the department. Through the year the members enjoy together picnics, parties, and dances. One large formal banquet is given for the freshmen and sophomores in the first semester. A notable social occasion in the second semester is the "Merry-Go" for the juniors and seniors. At the regular meetings of the club interesting programs are presented under the direction of the club sponsor. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment. Membership in two extracurricula activities each year is required by the college.

THE PLACEMENT OF GRADUATES. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render her best service.

Graduates of the department who are teaching and have made good teaching records are given, on application, assistance by the Director when a change in position is desired.

STUDENT TEACHING. Student teaching in Home Economics is done in the junior and senior high schools of Indiana and Johnstown and in the vocational home economics departments at Barnesboro and Blairsville. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the teacher of home economics in each center and also by the supervisor of student teaching in the Department of Home Economics.

# HOME ECONOMICS CURRICULUM

## FIRST SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Literature I | 3 | 3 |
| Science I (Biology) | 4 | 3 |
| Clothing I | 6 | 3 |
| Inorganic Chemistry I | 4 | 3 |
| Principles of Design I (Costume) | 4 | 3 |
| Physical Education I | 3 | 1 |
| | 24 | 16 |

## SECOND SEMESTER

| | | |
|---|---|---|
| Home Management I | 3 | 2 |
| English I | 3 | 3 |
| Biology II | 4 | 3 |
| Inorganic Chemistry II | 4 | 3 |
| Principles of Design II (Household) | 3 | 2 |
| Foods I | 7 | 3 |
| Physical Education II | 3 | 1 |
| | 27 | 17 |

## THIRD SEMESTER

| | | |
|---|---|---|
| Applied Design I (Costume) | 3 | 2 |
| English II | 3 | 3 |
| Organic Chemistry | 4 | 3 |
| Foods II | 5 | 3 |
| Clothing II | 6 | 3 |
| Dramatic English | 3 | 3 |
| | 24 | 17 |

## FOURTH SEMESTER

| | | |
|---|---|---|
| Biological Chemistry | 4 | 3 |
| Applied Design II (Home Planning and Furnishing) | 4 | 3 |
| Clothing III | 6 | 3 |
| General Psychology | 3 | 3 |
| Children's Literature | 3 | 3 |
| American Government | 3 | 3 |
| | 23 | 18 |

### FIFTH SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Nutrition | 4 | 3 |
| Home Care of Sick | 3 | 2 |
| Family Relationships | 2 | 2 |
| Household Physics | 4 | 3 |
| Home Management II | 3 | 3 |
| Home Management III | 6 | 3 |
| | 22 | 16 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| History of Civilization | 4 | 4 |
| Principles of Economics | 2 | 2 |
| Clothing IV (Costume) | 4 | 2 |
| Introduction to Teaching (Teaching Home Economics) | 3 | 3 |
| Techniques of Teaching | 2 | 2 |
| Clothing V | 3 | 2 |
| Child Development | 3 | 2 |
| | 21 | 17 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| Student Teaching | 21 | 14 |
| Including experience in conducting school lunch, conferences, observations, and professional reading. | | |
| | 21 | 14 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| English Philology | 3 | 3 |
| Educational Sociology | 3 | 3 |
| History and Philosophy of Education | 4 | 4 |
| Electives | 3 | 3 |
| (Educational Measurements . . 3 — 2) | | |
| (Visual Education . . 4 or 2 — 2 or 1) | | |
| | 13 | 13 |

## TECHNICAL COURSES REQUIRED OF HOME ECONOMICS GRADUATES

CLOTHING I. This course provides experience in selection of fabrics, construction and selection of underclothing, use of patterns, and the use of the sewing machine and its attachments. Each girl weaves one article on a loom. The selection of household linens is included.

CLOTHING II (*Garment Selection and Construction*). This course aims primarily to develop appreciation of being well dressed by applying principles of design in dress selection and construction. Applications are made in wool and silk or synthetic material.

THE FIRST BROADCAST

CLOTHING III (*Tailoring and Draping*). This course provides opportunity for further study in fitting, altering, and comparison of patterns. Modeling and designing on the dress form further develops the power to judge line in dress.

CLOTHING IV (*Millinery*). The purpose of this course is to develop an appreciation of what constitutes good design in hats as part of the complete ensemble. It includes the selection and construction in remodeling hats for different seasons.

CLOTHING V. A part of this course is the study of the infant and pre-school child's wardrobe including selection of the materials and construction of garments appropriate to the child's physical, mental, and emotional development. A study of consumer problems, such as labeling and standardization of fabrics and shopping habits is included.

PRINCIPLES OF DESIGN I (*Costume*). Exercises in line, dark and light, and color to give experience with the art principles as applied to costume. Study and use of historic pattern and motifs significant in the present. Reading assignments, research, and class discussions.

PRINCIPLES OF DESIGN II (*Household*). Application of design principles to interiors: experiences with design and color combinations in wall covering, carpets, rugs, textiles, period and contemporary furniture, house plans. Slide lectures, trips to shops, readings, discussions, and notebook collections of fine examples of subjects studied.

APPLIED DESIGN I (*Costume*). This is a study of the psychology of clothing and the effective use of color, texture, and pattern design in costume. The course aims to stimulate thinking concerning individual clothing problems.

APPLIED DESIGN II (*Home*). A study is made of home architecture, simple landscaping, house planning, building materials, wall finishes, floors and floor coverings, window decoration, furniture selection and arrangement, lighting and small ornaments. The class assembles and arranges furnishings appropriate to particular rooms.

FOODS I. This course is planned to give the student the fundamental principles of everyday cookery, the basis for wise selection of food from the standpoint of manufacturer, food nutrients, and costs; also meal planning and table service as it applies to breakfasts and luncheons. Special emphasis is placed on the points to consider in teaching.

FOODS II. This is a continuation of Foods I into some of the longer cookery problems. For example, food preservation, yeast breads, meat selection and cookery are among the units offered. Meal planning and table service are carried further with emphasis on dinners and special occasions.

NUTRITION. UNIT I. Food selection for students of college age. Daily food requirements for normal, malnourished, and obese students; laboratory preparation and demonstration of type meals; discussion of proteins, vitamins, minerals, and their value in the diet.

UNIT II. Food selection for other people. Emphasis on food for children of high school age; laboratory preparation and demonstration of type meals, course of study in nutrition for junior high schools.

UNIT III. Diet in disease. Causes, symptoms, and dietary treatment for diabetes, ulcer of stomach, tuberculosis, anemia; laboratory preparation and demonstration of type meals.

STUDENT TEACHING. This course includes experience in conducting the school lunch, conferences, observations, and professional reading, besides eighteen weeks of actual teaching, nine weeks in a vocational home economics department and nine weeks in a general home economics department.

SCHOOL LUNCH (*Student Teaching*). In this course the lunchroom is treated as an educational factor in the public school which provides adequate food for good nutrition and also serves as a laboratory where pupils may learn better food selection and social habits. Marketing, selection and arrangement of equipment, and managerial problems of the small or average-sized cafeteria are considered. Experience in serving lunches to school children is provided.

SCIENCE I (*Biology*). The objectives of this course are to teach conservation of energy and its convertibility from one form to another, the relationship existing between the various body organs and their systems, and the relation of the nervous system to psychology. This course forms a basis for psychology, biological chemistry, and nutrition. Laboratory work is done on animal brain, spinal cord, heart, liver, kidneys, adrenals, and thyroid. Charts used are torso and head models and life-size anatomical charts.

SCIENCE II (*Bacteriology*). This is a course in general bacteriology covering the fundamental principles of laboratory technique as well as a clear presentation of pathogenic and nonpathogenic bacteria, yeasts and molds. Practical application is made in the relation of these organisms to health, food, and everyday living of human beings.

CHILD DEVELOPMENT. This course deals with the child of preschool age. The child's development both physical and mental is studied, with special emphasis on habit building and character formation. A laboratory nursery school and the baby in the Home Management House provide first-hand study material to parallel reading and discussion. Psychology is a prerequisite to this course.

HOME CARE OF SICK. A review of health habits pertaining to foods, personal cleanliness, air, rest, exercise, and mental control; conditions affecting allergy, function of ductless glands, immunity, administering medicine; following doctor's orders, bed making, bathing sick in bed; sick trays, demonstrating liquid, semi-solid, and solid diets. Paralleling this work a careful examination is made of the course "Home Care of Sick" as it is given in junior high schools.

HOME MANAGEMENT II. The care, selection, and use of modern household equipment with special emphasis on the management of time and energy. The economic situation and financial problems of the family: family income, expenditures, personal and family accounts and budgets, savings, home-owning expenses, insurance, investments, consumers' problems, and standards of living. Discussions, readings, demonstrations, laboratory practice, and reports.

HOME MANAGEMENT III. Practice in carrying on all the home-making and house-keeping activities of the modern urban family; food shopping, preparation, and service; entertaining of guests; care of an infant; general house cleaning and laundry. Conferences and practice.

FAMILY RELATIONSHIPS. Brief history of the family, the role of the individual in the family organization, and problems of the family as a social unit in society. Discussions and readings.

Descriptions of other courses in the Home Economics Curriculum will be found under their regular headings, EDUCATION, ENGLISH, etc.

INTRODUCTION TO TEACHING HOME ECONOMICS This course aims to acquaint the student with the more recent developments in education. After this foundation work is given, those problems with which home economics is especially concerned are discussed: the type of work offered in general and vocational high schools, opportunities for part-time and evening classes, the home project and kinds of equipment suitable for varying teaching situations. The study of community needs forms a basic part of the course. Reports, papers, and assigned readings.

TECHNIQUE OF TEACHING. This course deals with specific phases of home economics teaching. The various methods of teaching, the lesson plan, and the business management of a department are considered in detail. The planning of courses of study and specific units are discussed and worked out by the student. Observations in the training school and town high school form a basis for an understanding of the adolescent boy and girl and aid in the evaluation of teaching. Observations, reports, papers, and assigned readings.

# DEPARTMENT OF MUSIC

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the four-year curriculum for the preparation of supervisors and special teachers of music.

DEGREE AND CERTIFICATION. Graduates of the music curriculum receive the degree, Bachelor of Science in Public School Music and in addition the Provisional College Certificate, which is a valid license to teach and supervise both vocal and instrumental music in the elementary and secondary schools of Pennsylvania for a period of three years. At the end of three years of successful teaching experience in Pennsylvania and the completion of six semester hours of additional preparation the Permanent College Certificate is received.

OPPORTUNITIES IN MUSIC EDUCATION. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality and one who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interests and abilities lead them to select the teaching of music as their profession.

The college has the faculty and equipment to offer and successfully carry out every phase of the preparation and development of public school music teachers and supervisors.

REQUIREMENTS FOR ADMISSION. Applicants for entrance to the Music Department meet the general requirements for admission as given on page 34.

In addition the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice

2. A special aptitude in such matters as pitch discrimination, sense of consonance, tonal memory, and sensing rhythms

3. A musical backgroud as a result of private study or a successful public school music experience

4. The ability to play the piano or some orchestral instrument representing at least two years of study

The personal interview for music students is given by the Director of the department. These interviews have proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. Since we have more candidates than can be accepted, it is advisable to make application for admission to the Registrar of the college and arrange for an interview early in the new year.

EXPENSES. The entire expense for a school year of thirty-six weeks amounts to approximately $488.00. The costs for one semester are itemized below.

| | |
|---|---|
| Contingent Fee (covering the cost of class instruction, private lessons, and piano recital) | $90.00 |
| Board, Room, and Laundry | 126.00 |
| Estimated cost of books, music supplies, and instrumental rental | 22.00 |
| Student Activity Fee | 6.00 |
| | $244.00 |

The statement on Private Instruction Fees found under VIII, page 30 does not apply to the students enrolled in the Music Supervisors' Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Supervisors' Curriculum.

THE PLACEMENT OF GRADUATES. The director assists graduates in the department in obtaining suitable teaching positions. This service is continuous and available to all successful teachers who are alumni of the department. No charge is made for this service. Superintendents and supervising principals interested in the applications of graduates of the Music Department are invited to come to Indiana to observe the personality of the individual candidate and his efficiency in classroom teaching.

STUDENT TEACHING. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the training school during their freshman and sophomore years. These observations are to learn techniques while taking prerequisite courses in college, not to professionalize subject-matter.

2. In observation and actual teaching assignments in the training schools during the junior year as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In twelve semester hours in Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All student Teaching is done under careful personal supervision of critic teachers.

The student teaching assignments are made so that each student may have experience in teaching in each of the six elementary grades for a period of nine weeks and for a period of eighteeen weeks in the secondary schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

PRIVATE INSTRUCTION. The curriculum in music is designed to give opportunity for an intensive preparation in musical content and techniques. As an integral part of a well-planned series of musical, professional, and cultural courses, continuous study of voice, piano, and orchestral and band instruments is required. These essential factors in the preparation of intelligent leadership in music education are required and made available to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These knowledges and skills must be adequately translated into usefullness through individual and group performances. Much experience in listening to and participating in public performances is required in connection with the many public recitals and concerts given throughout the year. Therefore private instruction which is listed in each semester presents two phases of work: first, private instruction in voice, piano, and stringed, woodwind, and brass instruments of the orchestra and band; second, group musicianship.

CLASS INSTRUCTION. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Private lessons and class instruction are co-ordinated in a flexible manner calculated best to promote both individual progress and necessary knowledge of class teaching methods and materials. Class methods in piano, voice, violin, clarinet, cornet, and trombone are given each semester. Class instruction in other instruments is given when demand warrants it. In class instruction in piano, voice, and violin opportunity is offered for practice teaching under supervision in the training schools and public schools.

SMALL ENSEMBLE INSTRUCTION. In addition to the music organizations listed in this catalogue students are given experience in small vocal ensemble groups, stringed groups, woodwind quartets and groups, brass quartets and groups, etc. This work stimulates immediate growth and prepares the students for teaching similar organizations in the public schools.

## MUSICAL ORGANIZATIONS

THE SYMPHONIC CHOIR. This organization is distinctive in membership, in the high quality and nature of the music studied, and in the finish and quality of its concert performances. Membership is confined chiefly to juniors and seniors of the music department but is open to a limited number of other students on a competitive basis. Included in the repertory are all types and schools of fine choral expression, sacred and secular, a capella and accompanied. The choir specializes in a capella singing of many voiced arrangements, achieving perfection of tonal colors, contrasts, balances, and harmonic effects comparable in the vocal field to similar effects achieved by a fine symphony orchestra in the instrumental field. The Symphonic Choir not only appears in concert and assembly performances in Indiana but in many high schools and communities in the surrounding territory.

THE JUNIOR A CAPPELLA CHOIR. The organization of the Junior A Cappella Choir completes the choral set-up of the Music Department. This choir is composed of all freshmen and sophomore music students and is also open to students outside the department. The purpose of the choir is four-fold: to give first- and second-year music students a chance to gain a knowledge of methods and materials suitable for use in the senior high school; to give the experience of fine ensemble singing to students who may not have a chance to sing in the Symphonic Choir; to make possible the raising of standards of the Symphonic Choir to a high competitive basis; and to give all music students the joy and experience of singing in a group of this type under professional direction.

THE VESPER CHOIR. The Vesper Choir is a girls' organization. Membership is required of all first- and second-year girls in the music department and is open to a limited number of girls from other departments. The materials used represent a high type of musical literature. The work is largely a cappella. This organization furnishes music for the Sunday vespers.

THE MEN'S GLEE CLUB. The aims of this organization are to afford personal enjoyment through participation in ensemble singing and to contribute to public enjoyment by appearing at various college functions. Membership is required of all first-year men in the music department and is open to all other men upon tryouts with the director.

THE LYRIC CHOIR. The Lyric Choir, a musical organization for girls, draws its membership from every department in the school.

The aim of the club is twofold: to furnish real pleasure to its members through the singing of the best sacred and secular music for treble voices and to contribute to the musical life of the college by appearing on programs throughout the year.

THE COLLEGE SYMPHONY ORCHESTRA. The Symphony Orchestra plays a fine repertory of classic and romantic works as well as an ever-growing list of more modern works. By means of several local public appearances and yearly concert trips the orchestra contributes to the cultural and social life of the college and the surrounding territory. Members of the department of music are provided a fine experience in program building of a varied nature and an indispensable orchestral experience, while students from outside the department are afforded a delightful musical experience.

Membership is open to any student who can qualify. Students with orchestral experience are encouraged to bring their instruments and apply for membership in this organization.

THE COLLEGE BAND. The College Band is an organization of concert proportions. Any student in the college who has gained suitable proficiency on his instrument is encouraged to apply for membership in this organization. The band has won for itself a recognized place in the social and recreational life of the school.

## TEACHER EDUCATION CURRICULUM IN MUSIC EDUCATION

### FIRST SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| English I including Library Science | 4 | 3 |
| Place and Purpose of Education in the Social Order including School Visitation | 3 | 2 |
| Harmony I | 3 | 3 |
| Solfeggio I (Sight Reading) | 3 | 2 |
| Ear Training I | 3 | 2 |
| Private Study: Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments. Chorus, Orchestra, and Band. Work arranged for greatest benefit of students. | 9 | 3 |
| Health Education | 2 | 1 |
| | 27 | 16 |

### SECOND SEMESTER

| | | |
|---|---|---|
| English II | 3 | 3 |
| Speech | 3 | 3 |
| Harmony II | 3 | 3 |
| Solfeggio II (Sight Reading) | 3 | 2 |
| Ear Training II | 3 | 2 |
| Private Study (See First Semester.) | 9 | 3 |
| Health Education | 2 | 1 |
| | 26 | 17 |

CLARK HALL FROM THE WEST

### THIRD SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Appreciation of Art | 3 | 2 |
| History of Civilization | 4 | 4 |
| Harmony III | 2 | 2 |
| Solfeggio II (Sight Reading) | 3 | 2 |
| Ear Training III | 3 | 2 |
| Eurythmics I | 2 | 1 |
| Private Study (See First Semester.) | 9 | 3 |
| | 24 | 16 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| Principles of Sociology | 2 | 2 |
| Literature I or II | 3 | 3 |
| Harmony IV | 2 | 2 |
| Elements of Conducting | 2 | 2 |
| Methods and Materials I | 4 | 3 |
| Eurythmics II | 2 | 1 |
| Private Study (See First Semester.) | 9 | 3 |
| | 25 | 16 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| General Psychology | 3 | 3 |
| Advanced Choral Conducting | 3 | 3 |
| Harmony V | 2 | 2 |
| History and Apreciation of Music I | 3 | 3 |
| Methods and Materials II | 4 | 3 |
| Private Study (See First Semester.) | 9 | 3 |
| | 24 | 17 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| Educational Psychology | 3 | 3 |
| Harmony VI | 2 | 2 |
| Advanced Instrumental Conducting | 3 | 3 |
| History and Appreciation of Music II | 3 | 3 |
| Methods and Materials III | 4 | 3 |
| Private Study (See First Semester.) | 8 | 2 |
| | 23 | 16 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| Physical Science | 4 | 3 |
| Student Teaching and Conferences | 8 | 6 |
| Private Study (See First Semester.) | 6 | 2 |
| Elective | 4 | 4 |
| | 22 | 15 |

EIGHTH SEMESTER

| | Clock Hours | Semester Hours |
|---|---|---|
| Educational Measurements | 2 | 2 |
| Student Teaching and Conferences | 7 | 6 |
| Private Study (See First Semester.) | 6 | 2 |
| Elective | 5 | 5 |
| | 20 | 15 |

Electives from the fields of English or social studies may be chosen, thus completing the requirement for certification in these respective fields.

## DESCRIPTION OF MUSIC COURSES

EAR TRAINING I (*Dictation*). A study of tone and rhythm planned so that the student gains power to recognize, visualize, sing, and write simple rhythms and melodic phrases in all major or minor keys.

EAR TRAINING II (*Dictation*). A continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Beginning of chord dictation, utilizing the more simple harmonic progressions encountered in Harmony I and II.

EAR TRAINING III (*Dictation*). A study of the more difficult rhythmic, melodic, and harmonic problems. Special emphasis is given to the development of ability to recognize and write longer and more difficult harmonic progressions after one hearing.

SOLFEGGIO I (*Sight Reading*). Sight reading in all major and minor keys with sol-fa syllables, neutral syllables, and words, music of easy to moderate difficulty in both F and G clefs. Material used approximates that of the first four years of grade music.

SOLFEGGIO II (*Sight Reading*). Chromatics and more difficult intervals and rhythms are presented with emphasis upon individual skill in part singing. Material used approximates that of the intermediate grades and the first two years of the junior high school. Prerequisite: Solfeggio I.

SOLFEGGIO III (*Sight Reading*). More difficult rhythm intervals and progressions than in Solfeggio I. On completion of this course students should have the ability to read fluently and accurately all music parts that are found in various standard texts for he grades, junior high schools, and senior high schools. Prerequisite: Solfeggio II.

HARMONY I. A brief review of the essentials of music theory is first given. Harmony I includes harmonization in four voices involving the use of tonic, subdominant, dominant, and dominant seventh harmonies in fundamental position and inversions. The principles of chromatic alteration, chord connection, and modulation are introduced. Very simple keyboard harmony is begun.

HARMONY II. A harmonization of melodies involving the introduction and use of supertonic, mediant, and submediant harmonics, with 7th, simple alterations, and most useful inversions. The use of chromatic and non-chordal tones is emphasized, and original melody writing in small forms is begun. Keyboard harmony is continued.

HARMONY III. A more intensive study of chromatic harmonies and embellishments with the use of more dissonant upper chord formations of the 9th, 11th, and 13th being emphasized. Keyboard harmony is continued.

HARMONY IV (*Keyboard Harmony*). Summation and application of previous knowledge and experience to gain facility in harmonization at the keyboard. Includes harmonization at the keyboard of folk songs and melodies commonly used in the schools and communities, transposition, sequence building, creative work at the piano, and harmonic memorization.

HARMONY V (*Form and Analysis*). Detailed harmonic analysis and a study of the structural designs commonly employed in musical composition: the figure and motive, the phrase, period forms, small forms, song-form with trio, rondo, sonatine, sonata allegro, and variation. Original composition in the smaller forms is begun.

HARMONY VI (*Composition and Arrangement*). Creative application of material from all previous harmony courses to composition in various vocal and instrumental forms. Experience in arranging music for vocal and instrumental groups and in writing obbligatos.

METHODS AND MATERIALS I (*Grades* 1, 2, 3). A comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades. Attention is given to the problem of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and the rhythm band. Preparation of lessons plans, making of outlines, and observation of teaching is required.

METHODS AND MATERIALS II (*Grades* 4, 5, 6). Includes attention to the child voice of this age level, the development of part singing, the organization of intermediate choirs, and appreciation work. Preparation of lesson plans, making of outlines, observations, and a small amount of carefully supervised practice teaching is required.

METHODS AND MATERIALS III (*Junior and Senior High School*). Includes a careful study and testing of the changing adolescent voice, its special problems and suitable materials; the integration of music with other subjects; the problems involved in music supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching is required.

ELEMENTS OF CONDUCTING. A basic course in the fundamentals of both choral and instrumental conducting with special emphasis upon preparation for directing assembly singing and community singing. Includes daily practice in conducting, using all rhythms; study of suitable materials; fundamental rules for the conductor to observe; music terminology in most common usage; practice in solving the problems of posture, preliminary beats, attacks, releases, holds, division of the beat, and use of the left hand; adapting method to meet practical requirements of unlike groups and differing conditions; and study of the following phases of interpretation: diction, tempo, rhythm, accent, dynamics, climax, spirit, and emotion.

ADVANCED CHORAL CONDUCTING. An advanced course in choral conducting with special emphasis upon preparation for conducting glee clubs and choruses and study of suitable materials. Includes much practice in conducting glee club and chorus materials; problems of organization and maintenance; rehearsal techniques; program building; conducting recitative and free rhythm; appearance and grouping of choirs; costumes; preparation for contests and festivals; technique of radio broadcasting; and a study of the following phases of interpretation: tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elements of Conducting.

ADVANCED INSTRUMENTAL CONDUCTING. An advanced course in instrumental conducting with special emphasis upon preparation for conducting orchestras, bands, and smaller instrumental ensembles, and study of suitable materials. Includes much practice in conducting; problems of organizing, rehearsing, and program building for all types of instrumental groups; study of individual instrument techniques, phrasing, bowing, intonation, and ensemble; consideration of appearance, grouping, uniforms, preparation for contests and festivals, and the technique of radio broadcasting. Prerequisite: Elements of Conducting.

HISTORY AND APPRECIATION OF MUSIC I. Beginning with a rapid survey of modern contemporary developments and tendencies as an introduction, the course then emphasizes the development of music from the primitive through the classical age. Although designed for the music specialist, it nevertheless attempts to keep the emphasis upon the musical and aesthetic aspects. The course aims to extend the repertory of musical literature and to build an intimate knowledge and appreciation of music as a vital factor in life.

HISTORY AND APPRECIATION OF MUSIC II. Historically this course deals with the music of the romantic school of the nineteenth century through to modern developments of today. As in History and Appreciation I the emphasis remains upon aesthetic appreciation and upon the extension of an intimate knowledge of musical literature.

EURYTHMICS I. Aims at a systematic development of musical perception, appreciation, and creative imagination through varied rhythmic bodily responses. Endeavors to unify physiological, social, and musical factors through co-ordinated rhythmic activity. Supplements work in physical education.

EURYTHMICS II. The same objectives as Eurythmics I, with more advanced and highly co-ordinated rhythmic exercises introduced and a review of the entire course for the purpose of organizing and adapting it for use in public school instruction.

PRIVATE AND CLASS INSTRUCTION IN VOICE AND INSTRUMENTS. (See Private Instruction p. 86, Class Instruction p. 86, and Small Ensemble Instruction p. 86.

Students outside the Music Department desiring private lessons in music may arrange for these by seeing the Director of the Department. A table of rates will be found on page 85 under Private Instruction Fees.

# THE SUMMER SESSION

THE SUMMER SCHOOL has become an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session six or nine hour's credit toward any certificate or toward graduation in any curriculum. High School graduates who have not previously attended college may attend summer school, but they are not encouraged to do so. The courses are planned primarily for those who have had previous work and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are

1. Holders of any type of limited certificate who are seeking standard certification or graduation

2. Graduates of two- or three-year curricula who are working toward degrees in their fields

3. Holders of degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification

4. Students in regular attendance who wish to secure additional credit or who wish to make up failures or incompletes received the previous year.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. THE SUMMER SCHOOL BULLETIN will be mailed to anyone desiring more complete information regarding the courses to be offered.

DATES. The regular summer session will open on June 20 and close on July 30. A post session of three weeks will open on August 1 and close on August 20. It will thus be possible for a student to secure six semester hours credit in the regular term and an additional three hours in the post session.

## CERTIFICATION REQUIREMENTS

*I. State Standard Limited Certificate*

The State Council of Education at a meeting held June 16, 1932, authorized the issue of a State Standard Limited Certificate for persons desiring to teach the subjects prescribed for the elementary curriculum in the public schools of this commonwealth.

This certificate is valid for three years and renewable for an additional period of three years upon a rating of "low" or better and upon the satisfactory completion of twelve semester hours of further approved preparation, subsequent renewals to require a rating of "middle" or better on a state teachers' rating score card together with twelve semester hours of further approved preparation.

At that time the requirement was two years of approved professional work. At their meeting in May, 1936, the State Council of Education extended the requirement to three years for all candidates who would enter after January 1, 1937. Those who entered college before that date may still secure the certificate on the completion of two years of approved work.

During the last year the State Council of Education has taken another step in advancing requirements. All students who enter the intermediate or primary curriculum after February 1, 1939, must remain four years and meet the full requirements for graduation before they can secure certification. The regulations regarding certification in the elementary field may be summarized as follows:

1. Students who entered before January 1, 1937, may still secure the State Standard Limited Certificate on satisfactory completion of two years' work including the special requirements for certification.

2. Students who have entered or who will enter between January 1, 1937, and February 1, 1939, can secure the State Standard Limited Certificate on the satisfactory completion of three years' work including the special requirements for certification.

3. Students who enter after February 1, 1939, cannot secure any type of certification until they have completed the full requirements for the degree. They will then receive the Provisional College Certificate now granted to all graduates.

*II. College Certificates*

1. The Provisional College Certificate is issued to any graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved training enable the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the state. The six required hours must include two or three hours in education and the remainder in a field in which the candidate is already certified.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of eighteen semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure thirty semester hours of approved training in work definitely organized for the preparation of elementary school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be *in addition to* the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding eighteen hours in secondary education, including six hours' student teaching in the secondary grades, and securing eighteen hours of approved credit in a major field or in each of several major fields of secondary education.

## PLACEMENT

PLACEMENT SERVICE. Indiana takes a vital interest in the placement of its graduates. Directors of the special departments handle the placement work within their departments. Placement in other fields is cared for by a committee of which Miss Jennie M. Ackerman, Director of Training, is chairman. It is hoped that in the future this committee can do more to keep in touch with alumni who are in the teaching field and who are looking for better positions. Indiana is proud of the fact that in check-ups on placement of graduates this school has had a larger per cent of its alumni in teaching positions than any other college in the state. There is no charge for the placement service furnished by the college.

## ENROLLMENT BY CURRICULA

### 1937-1938

| | Male | Female | Total | Total by Curricula |
|---|---|---|---|---|
| Kindergarten-Primary Curriculum: | | | | |
| 1st Year | 0 | 35 | 35 | |
| 2nd Year | 0 | 89 | 89 | |
| 3rd Year | 0 | 29 | 29 | |
| 4th Year | 0 | 27 | 27 | 180 |
| Intermediate Curriculum: | | | | |
| 1st Year | 5 | 44 | 49 | |
| 2nd Year | 22 | 106 | 128 | |
| 3rd Year | 4 | 19 | 23 | |
| 4th Year | 3 | 10 | 13 | 213 |
| Secondary Education Curriculum: | | | | |
| 1st Year | 44 | 29 | 73 | |
| 2nd Year | 35 | 19 | 54 | |
| 3rd Year | 35 | 17 | 52 | |
| 4th Year | 27 | 23 | 50 | 229 |
| Art Curriculum: | | | | |
| 1st Year | 5 | 14 | 19 | |
| 2nd Year | 3 | 16 | 19 | |
| 3rd Year | 2 | 6 | 8 | |
| 4th Year | 0 | 12 | 12 | 58 |
| Business Education Curriculum: | | | | |
| 1st Year | 59 | 76 | 135 | |
| 2nd Year | 36 | 47 | 83 | |
| 3rd Year | 21 | 23 | 44 | |
| 4th Year | 15 | 25 | 40 | 302 |
| Home Economics Curriculum: | | | | |
| 1st Year | 0 | 57 | 57 | |
| 2nd Year | 0 | 30 | 30 | |
| 3rd Year | 0 | 22 | 22 | |
| 4th Year | 0 | 17 | 17 | 126 |
| Music Curriculum: | | | | |
| 1st Year | 15 | 24 | 39 | |
| 2nd Year | 12 | 15 | 27 | |
| 3rd Year | 9 | 20 | 29 | |
| 4th Year | 5 | 7 | 12 | 107 |
| Totals | 357 | 858 | 1215 | 1215 |

## SUMMARY OF ENROLLMENT

| | |
|---|---|
| College Enrollment — full-time students | 1215 |
| Part-time Students | 280 |
| Extension Class — Vandegrift, Pennsylvania | 18 |
| Total College Enrollment | 1513 |
| Enrolled for Private Instruction (Music) | 5 |
| Enrollment in Campus Training School | 409 |
| Enrollment Summer Session, 1937: | |
| Full-time Students | 594 |
| Private Instruction (Music) | 2 |
| Enrollment Post Session, 1937: | |
| Full-time Students | 198 |

## ENROLLMENT BY COUNTIES
1937-1938

| *County* | *Total* | *County* | *Total* |
|---|---|---|---|
| Adams | 2 | Indiana | 332 |
| Allegheny | 157 | Jefferson | 48 |
| Armstrong | 68 | Juniata | 3 |
| Beaver | 20 | Lackawanna | 2 |
| Bedford | 9 | Lancaster | 3 |
| Berks | 2 | Lawrence | 15 |
| Blair | 33 | Luzerne | 3 |
| Bradford | 2 | McKean | 6 |
| Bucks | 1 | Mercer | 20 |
| Butler | 3 | Mifflin | 4 |
| Cambria | 153 | Monroe | 1 |
| Carbon | 3 | Montgomery | 3 |
| Center | 8 | Montour | 1 |
| Clarion | 1 | Northampton | 1 |
| Clearfield | 36 | Northumberland | 2 |
| Columbia | 1 | Perry | 5 |
| Crawford | 6 | Philadelphia | 1 |
| Cumberland | 13 | Potter | 1 |
| Dauphin | 7 | Schuylkill | 2 |
| Delaware | 1 | Somerset | 39 |
| Elk | 8 | Tioga | 2 |
| Erie | 8 | Venango | 5 |
| Fayette | 18 | Warren | 5 |
| Franklin | 5 | Washington | 23 |
| Fulton | 1 | Westmoreland | 113 |
| Greene | 5 | York | 2 |
| Huntingdon | 2 | | |

**Total 1215**

## CAMPUS TRAINING SCHOOL ENROLLMENT

| | | | |
|---|---|---|---|
| Kindergarten | 52 | Fifth Grade | 35 |
| First Grade | 41 | Sixth Grade | 37 |
| Second Grade | 34 | Seventh Grade | 47 |
| Third Grade | 36 | Eighth Grade | 48 |
| Fourth Garde | 40 | Ninth Grade | 39 |

**Total 409**

# INDEX


*A*

Administrative Organization.. 12
Admission, Requirements for.. 34
Advanced Standing ..... 36
Advisory System ..... 39
Alumni Association ..... 22
Art, Courses in .....47, 66
Art, Department of ..... 62
Athletics ..... 22

*B*

Bills, How to Pay ..... 32
Board of Trustees ..... 4
Broadcasting Activities ..... 25
Buildings ..... 16
Business, Department of..... 68

*C*

Calendar ..... 3
Certification 13, 37, 38, 43, 44, 94
Changes in Curricula ..... 39
Church Attendance ..... 19
Commencement Exercises ..... 37
Cooperative Association ..... 18
Correspondence Work.....36, 38
Curricula ..... 13, 39, 40, 44
Curricula:
Kindergarten-Primary ..... 40
Intermediate ..... 40
Secondary .....40, 44
Art ..... 64
Business ..... 75
Home Economics ..... 79
Music ..... 88

*D*

Degree Fee ..... 30
Deposits ..... 30
Dormitory Regulations ..... 19

*E*

Education, Courses in ..... 48
Electives ..... 42
Elementary
Certification..... 13, 14, 38, 43
English, Courses in..... 50
Enrollment by Counties ..... 98
Enrollment by Curricula ..... 96
Enrollment, Training School.. 98
Extension Work ..... 36
Extra-Curricular Activities.... 24

*F*

Faculty ..... 5
Fees ..... 27-31
Fraternities ..... 20
Freshman Meeting ..... 26

*G*

Geography, Courses in ..... 53
Grade Reports ..... 39
Grades and Quality Points.....36
Graduation, Requirements for 37
Guests ..... 22

*H*

Health Requirements .....35
Home Economics, Dept. of.... 77
Hospital Fee ..... 29

*I*

Infirmary ..... 16
Infirmary Fee ..... 29
Information ..... 21
Intramurals ..... 23

*L*

Laundry ..... 21
Leonard Literary Society..... 19
Loan Fund ..... 27
Location ..... 18

*M*

Mathematics, Courses in..... 55
Music, Department of .....56, 84

*O*

Organizations, Student ..... 19

Organizations, Departmental:
Art ..... 63
Business ..... 71
Home Economics ..... 78
Music ..... 87

*P*

Payment, Time of ..... 31
Personal Interview ..... 35
Placement ..... 95
Physical Education Costume.. 21

*Q*

Quality Point System ..... 36

*R*

Radio ..... 25
Record Transcript Fee..... 30
Religious Influences ..... 19
Repayments ..... 31
Requirements for Admission.. 34
Rooms, Assignment of ..... 22

*S*

Science, Courses in ..... 56
School Plant ..... 16
Secondary Major Fields ..... 44
Self Help and Loan Funds.... 27
Social Studies, Courses in..... 60
Sororities ..... 20
State Scholarships ..... 21
Student Council ..... 18
Student Life ..... 18
Student Organizatons ..... 19
Student Teaching .....37, 38
Suggestions to Students..... 23
Summer Session ..... 93
Supplied by Students..... 21

*T*

Trustees, Board of..... 1
Tuberculin Test ..... 24

*V*

Vacation Charges ..... 21
Visits ..... 27

*Y*

Y.M.C.A., Y.W.C.A. ..... 19